

**DEVELOPING INTERACTIVE LISTENING LEARNING MULTIMEDIA
FOR THE EIGHTH GRADE STUDENTS OF SMP NEGERI 5
DEPOK SLEMAN, YOGYAKARTA**

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education



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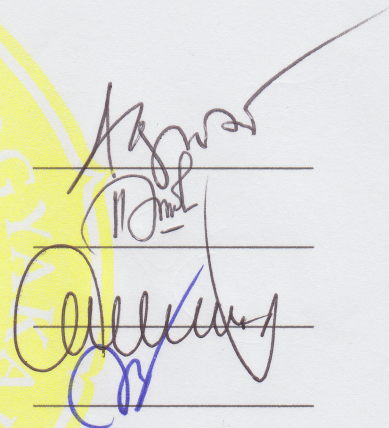
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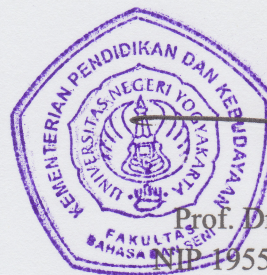
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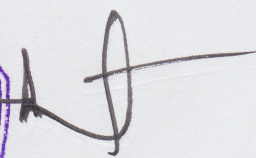
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PERNYATAAN

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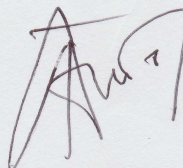
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MOTTOS

“Family, Duty, Honor”
-House Tully on Game of Thrones-

You can never make the same mistake twice
because the second time you make it, it's not a mistake, it's a choice.
-Anonymous-

“Do or don't, there's no try.”
-Yoda on Star Wars-

DEDICATION

This thesis is dedicated to my parents and family who have supported me all the way since the beginning of my study.

I also dedicate this thesis to my fiancée who has been a great source of motivation and inspiration.

Finally, this thesis is dedicated to all those who have faith in living their dreams.

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Yogyakarta, 8 May 2013

Writer,

Muhammad Faiz Iqbal Abdur Ra'uf

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ABSTRACT

This research aims to: 1) find out the target needs of the eighth grade students of SMP N 5 Depok, 2) find out the learning needs of the eighth grade students of SMP N 5 Depok, and 3) develop the appropriate interactive listening learning multimedia for the eighth grade students of SMP N 5 Depok.

This study is categorized as Educational Research and Development (R & D). The model proposed by Lee and Owens (2004) is adapted and used in this research. The steps are needs analysis, design, development and evaluation by content and media expert. The subjects of the research are the eighth grade students of SMP N 5 Depok. The data of this research are collected through questionnaires, observation and interview which then are analyzed qualitatively and quantitatively.

The results of this study are as follows. 1) The eighth grade students of SMP N 5 Depok learn listening to understand meaning of monologs and transactional conversations. 2) They want to study listening through monologs about fairy tales and dialogs about school life and 'science and technology'. 3) The units which are developed based on the target and learning needs are considered effective. It is proven by the mean value (\bar{x}) obtained from the questionnaires distributed to content and media expert. The range of the mean value from the content expert is 4 to 4.67 for Unit 1, 4 to 5 for Unit 2, and 4 to 5 for Unit 3. The range of the mean value obtained from the media experts is 3.66 to 5. Based on the quantitative data conversion by Suharto (2006: 52), they are in the Good and Very Good categories. The data from the research also show that the appropriate interactive listening learning multimedia for the eighth grade students consists of three parts; introduction, the main part and summary.

CHAPTER I

INTRODUCTION

This chapter presents background to the study, identification of the problem, limitation of the problem, formulation of the problems, objectives of the study and the significance of the study.

A. Background to the Study

Based on the national education curriculum, students in Indonesia learn English as a foreign language. Learning English as a foreign language and learning English as a second language are different. The setting of the language acquisition is the difference between the two terms. In learning English as a foreign language context, the students learn the language formally in the classroom with approximately six hours per week. They have few opportunities to practice the language outside the classroom. On the other hand, the second language learners have more opportunities to practice the target language as it is readily available outside the classroom.

Listening is one of the four language skills taught in Indonesia. Teaching foreign language learners listening skill is vital since they can get some advantages from it. Listening helps students to acquire the target language subconsciously even if the teachers do not ask the students to pay attention to its special features. Language exposure is also provided when the students learn to listen. Language exposure is a fundamental requirement to learn a foreign

language. Students can get information about not only grammar and vocabulary but also pronunciation, rhythm, intonation, pitch and stress. However, many students find it difficult to master the skill. That is why the teacher should be able to develop appropriate and effective learning materials and be creative in presenting them.

Using technology in the classroom can be a solution to that problem as it provides some advantages for the students and teachers. Using technology in the teaching and learning process of English is interesting for the students. It can improve their motivation in learning the target language. When they are tired of textbooks and worksheets, teachers can regain their interest by allowing them to use technology to learn. It also provides more opportunities for the students to practice the language. For the teachers, it helps them to do their job by increasing the flexibility of presentations and activities and promoting independent learning.

Interactive learning multimedia is an example of technology that can be integrated in the classroom. It is a combination of multiple media elements (audio, video, graphics, text and animation) that allow the users to interact with the programs. The use of texts and images in multimedia is more interesting and effective than texts only because it gives relief from screen of texts and stimulate the eyes, even if the images have a little pedagogical value. The interactivity of multimedia can make the interaction frequent and produce student involvement.

Actually, interactive English learning multimedia is easy to get. Teachers can download or purchase it from the internet as many websites provide it. Many books also include it in the packet. Unfortunately, the multimedia provided is not

developed based on the needs of junior high school students. Teachers should develop it by themselves based on the standard of competences and basic competences to meet the students' needs. However, many schools prefer to use textbooks or worksheets in teaching their students. If they provide the students with interactive learning multimedia in classroom, the teaching and learning process will be more interesting and students will be engaged and motivated to learn English.

SMP N 5 Depok encourages the use of technology in teaching and learning process. Some facilities to support the use of technology in classroom such as LCD projectors, computer laboratory, language laboratory, and the internet connection are available in this school. Some students and teachers also use laptops in teaching and learning process. However, those facilities are mostly used for "information and technology" subjects. Learning materials for English subject are rarely presented using technology. That is why students are less interested in learning English.

Considering the facts above, this study aims to develop interactive learning multimedia which contains English learning materials and tasks which are appropriate with the students' needs, their level of proficiency, the standard of competences and basic competences. This media can be used inside or outside the classroom as a supplementary or additional source for teachers to teach English or for students to learn it.

B. Identification of the Problem

Based on the observation at the school and interview with the English teachers, students in SMP N 5 Depok learn English in the classroom, language laboratory, and computer laboratory. Each place has different functions and learning materials. In the classroom, materials from textbooks and worksheets are used. The textbooks used are school electronic books and some books from other publishers. The teachers also use worksheets to provide their students with various classroom activities. They are already appropriate with the standard of competences and basic competences. Although the school provides LCD projectors to support the teaching and learning process, materials which can be presented using the projector are not available.

Language laboratory in this school is mostly used for teaching listening. There are many recorded materials for teaching listening in this laboratory. The materials are in the form of CD, cassettes and computer files. They are obtained by downloading them from the internet and purchasing books which include them on the package. Unfortunately, they are not developed based on standard of competences and basic competences. Most of them are about TOEFL and general English. Listening skill can also be improved by the use of video. However, the school does not facilitate the students with materials in the form of video.

There are two kinds of computer-based materials which should be available in the computer laboratory for teaching English. The first is interactive learning multimedia. The multimedia provided by the school to support teaching and learning process is still limited. The teachers prefer to use textbooks or

worksheets in teaching their students than to use multimedia. Multimedia available in the school is not specific for teaching each skill i.e. listening, speaking, reading, and writing. If multimedia is developed for each skill, the students and teachers will be able to decide which skill they will learn or teach. It also seems that the students dislike the layout of multimedia. In order to attract and engage the students, multimedia should be designed attractively. Attractive layout of multimedia also motivates them to learn English. The second is web-based learning materials. The school does not provide the students with web-based learning materials. Students learn the subject by accessing other websites. However, the materials on the websites are not designed based on the students' needs and interests.

To achieve the goal of teaching English, this school uses classroom, language laboratory, and computer laboratory for teaching and learning process. Each place has different function and learning materials. The students learn from textbooks and worksheets in the classroom, recorded materials in the language laboratory and multimedia in the computer laboratory. English learning materials which are inappropriate and unavailable should be developed.

C. Limitation of the Problem

The focus of this study is to develop interactive listening learning multimedia for grade eight students of SMP N 5 Depok. The materials in the media are limited on the standard of competences and basic competences for grade eight students. The product is expected to be a supplementary source for teaching and learning process of listening and to maximize the use of school

facilities. By using multimedia, the students are expected to be more motivated in learning English and more involved in the teaching and learning process. The main reason to choose listening skill is that the sources to teach it are limited.

D. Formulation of the Problems

Based on background to the study, identification of the problem and limitation of the problem above, the problems are formulated as:

1. What are the target needs of grade eight students of SMP N 5 Depok Sleman Yogyakarta?
2. What are the learning needs of grade eight students of SMP N 5 Depok Sleman Yogyakarta?
3. What is the appropriate interactive listening learning multimedia for grade eight students of SMP N 5 Depok Sleman Yogyakarta?

E. Objectives of the Study

In line with the formulation of the problems, the objectives of the study are as follows:

1. To find out the target needs of grade eight students of SMP N 5 Depok Sleman Yogyakarta.
2. To find out the learning needs of grade eight students of SMP N 5 Depok Sleman Yogyakarta.
3. To develop the appropriate interactive listening learning multimedia for grade eight students of SMP N 5 Depok Sleman Yogyakarta.

F. Significance of the Study

This study is expected to give some contributions as follows:

1. English Language Education Department

The result of this study will be useful for English Language Education Department students as a reference to conduct similar research on different cases.

2. English teachers of junior high school

The result of this study will be useful for the English teachers of SMP N 5 Depok Sleman Yogyakarta in providing interactive learning multimedia for their students. It will also motivate them to conduct similar research and to design interactive learning multimedia.

3. Students of SMP N 5 Depok

The result of this study will be useful for grade eight students of SMP N 5 Depok Sleman Yogyakarta in understanding the learning materials easily. The product of this study is expected to improve their motivation and English proficiency level.

4. Other developers

The result of this study will be useful for multimedia developers in developing appropriate multimedia which will give a lot of contributions to both teachers and students in the teaching and learning process.

CHAPTER II

LITERATURE REVIEW

This chapter presents a detailed discussion on some theories underlying the study. The discussion is divided into two sections i.e. literature review and conceptual framework. The first section describes some theories which become the foundation of this study. The second section summarizes the framework and the steps in developing interactive listening learning multimedia.

A. Literature Review

1. Teaching Listening to Grade Eight Students

The goal of teaching English for junior high school students in Indonesia is to develop their communicative competence to achieve functional literacy level. English subject in junior high school covers discourse competence, textual competence, and supporting competence. Discourse competence is the ability to comprehend and produce spoken or written text that is realized in the macro skill of English; listening, speaking, reading and writing. The textual competence is the ability to comprehend and create various short functional texts, monolog and essay in the form of procedure, descriptive, recount, narrative and report which are supported by the use of vocabulary, grammar and the generic structure. The supporting competence consists of linguistics competence (grammar, vocabulary, phonetic, morphology), socio-cultural competence (the appropriateness), strategic

competence (problem solving in communication) and discourse marker competence (BSNP, 2006: 277-278).

The main objective of listening comprehension in junior high school is that the students should learn to function successfully in real life situations. In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres (for example; monolog: speech, reports, instruction, poems and songs, etc., and dialog: debate, discussion, movie, etc.). Moreover, they are able to complete the information and respond to questions. To reach the goals, the teacher should consider several things, such as students' motivation, interest and learning style (Ministry of National Education, 2009: 1).

Grade eight students are expected to be able to understand meaning in transactional and interpersonal conversations. They are also expected to understand meaning in short functional texts and monologues in the form of narrative, descriptive, and recount. The table below presents the standard of competences and basic competences of listening to grade eight students.

Table 1: Standard of Competences and Basic Competences of Listening to Grade Eight Students

Semester 2	
Standard of Competences	Basic Competences
Listening	
7. Understanding meaning of simple short transactional and interpersonal conversation to interact with the surrounding	7.1 Responding meaning of simple short transactional and interpersonal conversation accurately, fluently and acceptably to interact with the surrounding including asking for, giving, and refusing help, asking for, giving, and refusing goods, asking for, giving, and denying information, asking for,

	<p>giving, and declining opinion and offering, accepting, and refusing something</p> <p>7.2 Responding meaning of simple short transactional and interpersonal conversation accurately, fluently and acceptably to interact with the surrounding including asking for and giving agreement, responding to statements, giving attention to the speaker, starting, extending, and closing a conversation and starting, extending, and closing a conversation in the telephone.</p>
8. Understanding meaning of functional spoken text and simple short monolog in the form of narrative and recount to interact with the surrounding	<p>8.1 Responding meaning of simple short functional spoken text accurately, fluently and acceptably to interact with the surrounding</p> <p>8.2 Responding meaning of simple short monolog accurately, fluently and acceptably to interact with the surrounding in the form of narrative and recount texts</p>

2. Listening

a. The Definition of Listening

As stated before, listening is one of the four English skills taught in junior high school. According to Nation and Newton (2009: 37), listening is the earliest stage of language development. It is the way of learning the language as it gives learners information to build up necessary knowledge for using the language. Richards (2008: 14) states that the main function of listening in second language learning is to facilitate students to understand spoken discourse. Lynch (1998) in Juan and Flor (2006: 29) describes that listening involves a complex process that allows people to understand and interpret spoken messages in real time by making use of a variety of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic and pragmatic.

According to Spratt, et al. (2005: 30), listening belongs to receptive skill as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. Listeners use context and knowledge of language and the world to do this. As defined by Oxford (1990: 11), listening is complex, problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning bearing words, phrases, clauses, sentences and connected discourse. She also points out that listening is usually a hard skill to master in one's own language, let alone in another language. From the views above it can be concluded that listening is a complex process that allows us to understand, interpret and respond spoken language using context and knowledge of language and the world.

b. The Nature of Spoken Language

Listening belongs to spoken language alongside speaking while reading and writing are categorized into written language. Richards (2008: 3-4) explains some characteristics of spoken language.

- Spoken language is usually instantaneous. It means that the listener must process it “online” and there is often no chance to listen to it again.
- Unlike written language, spoken language is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and repeats.
- Spoken language has also been described as having a linear structure, compared to a hierarchical structure for written discourse. Whereas the unit of organization of written discourse is the sentence, spoken language is usually delivered one clause at a time, and longer utterances in conversation generally consist of several coordinated clauses. Most of the clauses used are simple conjuncts or adjuncts.
- Spoken texts are often context-dependent and personal, assuming shared background knowledge.

- Spoken texts may be spoken with many different accents, from standard or non-standard, regional, non-native and so on.

According to Flowerdew and Miller (2005: 48), spoken language is fragmented (loosely structured) and involved (interactive with the listener). Here are the linguistic features of spoken language.

Linguistic Features of Spoken Language
<ul style="list-style-type: none"> • phonological contractions and assimilations • hesitations, false starts, and filled pauses • sentence fragments rather than complete sentences • structured according to tone units rather than clauses • frequent occurrence of discourse markers at beginning or end • tone groups • high incidence of questions and imperatives • first and second person pronouns • deixis (reference outside the text)

Figure 1: **Linguistic Features of Spoken Language (Flowerdew and Miller, 2005: 48)**

Brown (2001: 250-251) divides spoken language into two. They are monolog and dialog. Monolog is when one speaker uses spoken language for any length of time as in speeches, lectures and the like. There are two types of monolog; planned and unplanned. On the other hand, dialogs involve more than one speaker. Dialog can be divided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

It can be summarized that spoken and written language are different in term of characteristics and features. Spoken language is instantaneous, unplanned, having a linear structure and context-dependent. In addition, there are two kind of spoken language. They are monolog and dialog.

c. Listening Processes

There are three kinds of listening process i.e. top-down, bottom-up and interactive process.

1) Bottom-up Processing

The first kind of listening process is bottom-up. Field (2003) in Nation and Newton (2009: 40-42) explains that bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels starting with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. Richards (2008: 4-9) states that bottom-up processing refers to the use of incoming input as the basis for understanding the message. Comprehension starts as the received data are analyzed at the levels of sounds, words, clauses, sentences and texts until the meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. According to Juan and Flor (2006: 53), bottom-up processing refers to a two-pass listening process. The first is to identify the overall phonological shape of the metrical unit (or phrase or pause unit) that the speaker utters. The second is for segmental decoding or breaking the metrical unit into individual words.

2) Top-down Processing

The second is top-down process. The key of this process is inference as the listeners predict the message using what they know about the context of communication, use parts of the message to confirm and correct or add to the

background knowledge (Nation and Newton, 2009: 40). Richards (2008: 9-10) states that top-down processing refers to the use of background knowledge to understand the meaning of a message. In addition, Flor and Juan (2006: 57) explains that the listeners in top-down processing use expectations in order to infer what the speakers may have said or intended to say.

3) Interactive Processing

The last process of listening is interactive process. A number of studies illustrate the complexities of the listening process and many authors agree that at some levels there is a delicate interaction between top-down processing and bottom-up processing especially when there is a communication breakdown. Paran (1997: 2) says that recent views see comprehension as drawing upon both top-down processing and bottom-up processing, in what is known as interactive process. The claim is also that bottom-up process influences top-down process, and vice versa.

3. Interactive Learning Multimedia

a. Definition of Interactive Learning Multimedia

One way to integrate technology in teaching listening is by the use of interactive multimedia. Many experts have defined interactive multimedia in a number of ways. Vaughan (2008: 14) defines multimedia as a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements. Interactive means allowing users to control what and when the elements are delivered. Fenrich in Reddi and Mishra (2003: 3) states that

multimedia is the exciting combination of computer hardware and software that allows users to integrate video, animation, audio, graphics and text resources to develop effective presentations on an affordable desktop computer. Reddi and Mishra (2003: 4) describe multimedia as a combination of text, graphic art, sound, animation and video elements. An interactive multimedia means that the users are able to control 'what' and 'when' and 'how' of the elements that are delivered and presented.

Furthermore, Reddi in Mishra & Sharma (2003: vii) explains multimedia as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that has more benefits for the users than any one of the media elements can provide individually. According to Phillips in Mishra & Sharma (2003: vii), multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent programs. The 'interactive' component refers to the process of empowering the user to control the environment usually by a computer. Bhatnager, et al. (2002: 4) define digital multimedia as any combination of text, graphics, sound, and motion video delivered to users by a computer while interactivity is the power of computers that allows users to interact with the programs. From the views above, it can be said that the term 'interactive multimedia' is a combination of multiple media elements (audio, video, graphics, text, animation, etc.) that allows the users to interact with the programs.

b. Elements of Interactive Learning Multimedia

As stated before, multimedia consists of various elements. They are text, audio, image, animation and video. Here are the explanations of the elements.

1) Text

The first element of multimedia is a text. Although text play limited role, it is still the predominant medium in multimedia. Text is used for four major purposes i.e. titles, menus, navigation, and content. Bhatnagar, et al. (2002: 140-142) explain that there are some aspects to consider in using text in multimedia. Here is the list.

- It is difficult to read text that is all in capital letters. It is easier to read words and sentences that use mixed uppercase and lowercase letters.
- Moving text is more difficult to read than static text.
- People read double-spaced text faster than single-spaced text.
- Do not vary the type size by more than three points.
- Lines of text should not be more than 40-60 characters.
- Choose a simple typeface. Although Serif typefaces are familiar on paper, they are less legible on the computer screen. Sans Serif font is a good choice.
- Use the same typeface throughout a project. The style can be varied using bold, italic or underlined to emphasize information.
- Use the same font for information of the same type. When the font size changes, the reader assumes that a different kind of information is signaled and will pay attention. Use one font for all titles, another for all subheadings, and another for all buttons.
- The font size should be readable. A font size between 9 and 12 points is the best.
- A neat finish between lines of text, between letters, and in the margins. These blank spaces can interfere both with reading and with the look of your text. For a neat finish, adjust letters to get the best fit. Spaces between lines of text, between letters, and in the margins can be adjusted to give a neat finish.

Clark and Mayer (2008: 11) divide text into two; printed and spoken text. Printed text is words printed on the screen that people read. Spoken text is words presented as speech that people listen to through earphones or speakers.

2) Audio

Audio is the second element of interactive multimedia. It can make multimedia more attractive. Bhatnagar, et al. (2002: 14) categorize audio into two. They are content and ambient sound. Content sound provides information to audiences, for example, dialogs in movies or theatre. Some examples of content sound used in multimedia are narration (providing information about an animation that is playing on the screen), testimonials (auditory or video sound tracks used in presentations or movies), voice-overs (used for short instructions, for example, to navigate the multimedia application) and music (used to communicate as in a song).

On the other hand, ambient sound consists of an array of background and sound effects. These include message reinforcement (the background sounds in real life such as the crowds at a ball game), background music (used to set the mood for the audience) and sound effects (used in presentations to liven up the mood and add effects to presentations, such as sound attached to bulleted lists).

Alessi and Trollip (2001: 15) state that sound is excellent for gaining attention even when the learner is distracted and even when not looking at the display. They also state that audio is also useful to inform the special directions in the display.

3) Image

The third is image or graphic. It can be in the form of picture, painting, or a photograph. Lee and Owens (2004: 127) explain that the graphic design standards include file type, file size, file-naming convention and colour range. Graphics should have a clear benefit to the presentation of the content and hold simplicity of design.

Najjar (1998: 311-323) says that pictures are more elaborate than text, and elaborate processing often leads to improvements in learning performances. Learning tends to be harder when pictures supply redundant or supplement information is unclear or incomplete.

4) Animation

The fourth is animation. Animation is designed as a simulation of movement created by displaying a series of pictures or frames (Reddi and Mishra, 2003: 17). Animations capture attention and provide dynamic explanations and demonstrations especially when illustrations are impossible (Pellone, 1995: 68-84). Weiss, Knowlton and Morrison (2002: 465-477) state that animation is the rapid display of a sequence of images of 2-D artwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in a number of ways. There are five functions of animation in interactive multimedia. They are:

- cosmetic function: to make instruction attractive to learner,
- attention gaining function: to gain the attention of learners at the beginning of and to signal salient points such as switching topics,
- motivation function: to motivate learner when an incorrect answer is given,
- presentation function: to provide a concrete reference and a visual context for ideas, and
- clarification function: to provide a conceptual understanding without providing new information through visual.

5) Videos

The last element is video. According to Reddi and Mishra (2004: 46), video in multimedia is an extremely useful communication tool for presentations. It illustrates ideas and concepts besides capturing real world events. They further recommend two choices of video in interactive multimedia i.e. using very short video clips (not exceeding a minute or two) and using highly compressed video files like MPEG or AVI files that can be transformed to MPEG files.

c. Advantages of Interactive Learning Multimedia

There are many advantages provided by multimedia for its users especially teachers and students. According to Reddi and Mishra (2003: 5), there are several advantages of multimedia. The strength of multimedia is that it uses the natural information processing abilities by coordinating eyes and ears, in conjunction with the brain, form a formidable system for transforming meaningless sense data into information. The benefits of multimedia to teachers are allowing for creative work, saving time for more challenging topics, replacing ineffective learning activities and increasing student contact time for discussion. For students, the use of text and images in multimedia is more interesting and

effective than the text only because it gives relief from screens of text and stimulates the eye, even if the images have little pedagogical value. Another advantage stated by Lee and Owens (2004: 123-124) is that the interactivity can make the interaction frequent and produce student involvement.

d. The Principles of Interactive Learning Multimedia

In developing interactive multimedia, basic principles should be considered. Below is basic principles in developing interactive learning multimedia proposed by Mayer (2005:6-7).

- **Multimedia principle**
Students learn better from combination of words and graphics than from words alone.
- **Split-attention principle**
Students learn better when the corresponding words and graphics are placed closely to one another than separately.
- **Modality principle**
Students learn better from graphics and narration than graphics and printed text.
- **Redundancy principle**
Students learn better when the same information is not presented in more than one format.
- **Segmenting, pre-training and modality principles**
Students learn better when a multimedia message is presented in learned-paced segments rather than as a continuous unit, students know the names and characteristics of the main concepts and the words are spoken rather than written.
- **Coherence, signaling, spatial contiguity, temporal contiguity and redundancy principles**
Students learn better when extraneous material is excluded rather than included, when cues are added that highlight the organization of the essential material, when corresponding words and pictures are presented near rather than far from each other on the screen or page or in time and people learn better from graphics and narration than from graphics, narration and on-screen text.

- Personalization, voice and image principles
Students learn better when the words of a multimedia presentation are in conversational style rather than formal style and when the words are spoken in a standard-accented human voice rather than a machine voice or foreign-accented human voice; but people do not necessarily learn better when the speaker's image is on the screen.

e. Teacher's Role in Interactive Learning Multimedia

When speaking about learning English with multimedia, the teacher's role should be discussed since it is different from the one he plays in traditional teaching based on lectures. According to Carballo-Calero (2001: 3-14) the fact that the approach focuses on the student (a student-centred approach) does not mean that the teacher will not play an important role in the educational program, but rather than the teacher's role will have to change from:

- transferer of knowledge to facilitator
- authority to consultant and facilitator
- director of learning to facilitator of learning
- sage of the stage to guide on the side
- transmitter of knowledge to coach, mentor, manager of the learning expert on learning psychology or technical expert
- someone in charge of telling to someone in charge of facilitating learning

In summary, the teacher who uses multimedia in his classes will become a guide and a resource expert, a resource provider or a mentor.

4. Materials Development

a. The Nature of Materials Development

Learning materials should be developed when developing interactive learning multimedia. According to Tomlinson (1998: 2), materials are anything

which can be used by the teachers or learners to facilitate the learning. Materials can be in the form of textbooks, workbooks, cassettes, videos, handouts, etc. it can be said that materials are anything used to improve the students' knowledge and experience of the language. In addition, Richards (2001: 251) defines instructional materials as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. They also provide ideas on how to plan and teach lessons as well as formats teachers can use. These can be in the form of (a) printed materials such as books, workbooks or worksheets; (b) nonprint materials such as cassette, video, audio or computer-based materials; (c) materials that comprise both print and nonprint sources such as self-access materials and materials on the internet. Materials such as magazines and newspaper which are not designed for instructional may also be used.

Tomlinson (1998: 2) also states that materials development refers to anything done by writers, teachers or students to provide sources of language input and to promote language learning.

b. The Principles of Good Materials

According to Tomlinson (1998: 7-21) there are some basic principles of second language acquisition which are relevant to the development of materials for the teaching of languages. In developing learning materials, the principles should be considered. Below is the explanation of the principles.

1) Materials should achieve impact.

Impact is achieved when there are effects on the learners. The effects can be noticed from the learners' curiosity, attraction, intention and interest to the materials.

2) Materials should help learners to feel at ease.

Materials should make the learners feel comfortable with the materials. The learners will feel at ease when the materials have good input texts, well-arranged tasks and understandable language.

3) What being taught should be perceived by learners as relevant and useful.

Materials should provide information that is needed by the learners. The points taught should be related to the learners' background study and needs.

4) Materials should provide the learners with opportunities to use the target language to achieve communication purposes.

Good materials should facilitate learners' interaction by providing activities that create interaction.

c. Materials Evaluations

To know whether the materials developed meet the learners' needs, or it is suitable for the learners, an evaluation is required. Materials evaluation refers to a procedure which involves value measurement of a set of learning materials (Tomlinson, 2003: 15). Richards and Lockhart in Tomlinson (1998: 222) add that

evaluation provides an appraisal of the value of specific teaching activities for particular groups of learners and perhaps serves as support to teachers to adopt a reflective approach to their own teaching. They state that one way to encourage the systematic evaluation of materials after use may be to engage in micro evaluation by focusing on particular tasks. Ellis in Tomlinson (1998: 229) suggests five steps for conducting a task evaluation as follows:

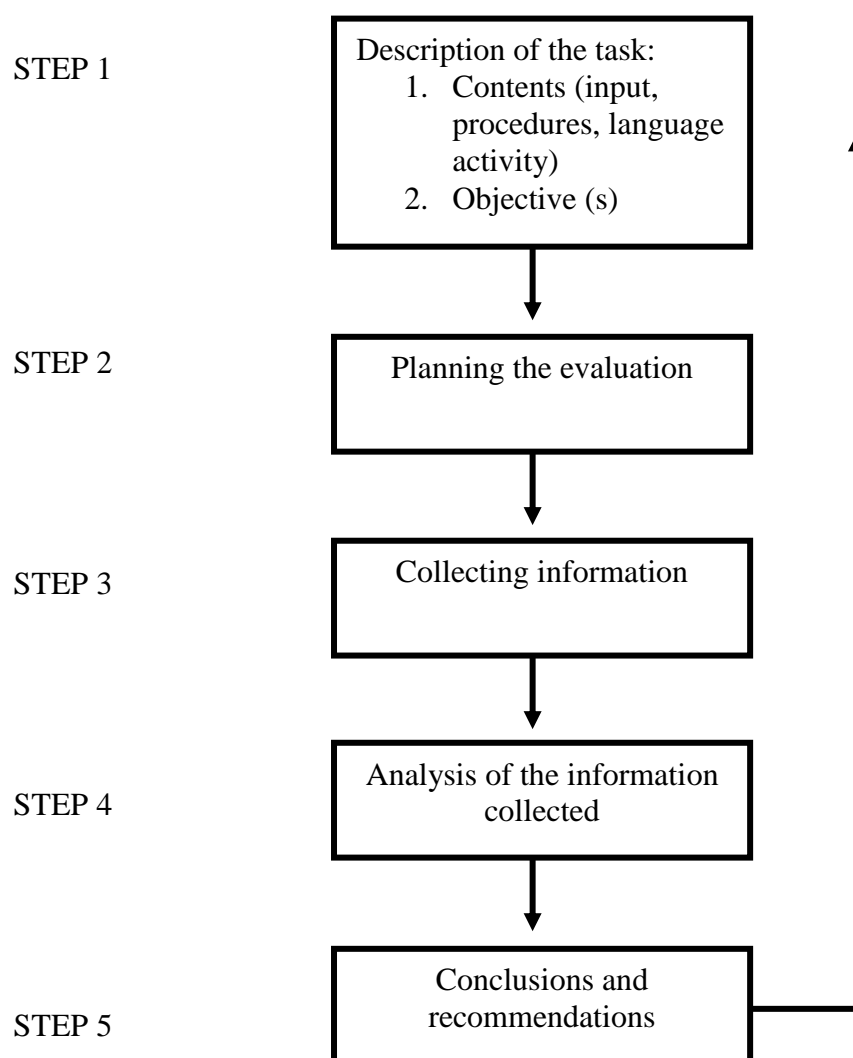


Figure 2: **Steps for Conducting a Task Evaluation (Ellis in Tomlinson, 1998: 229)**

This is the brief explanation of steps proposed by Ellis in Tomlinson (1998: 227-231):

1) Description of the task

The evaluation of a task requires a clear description of the task to be evaluated. This can be achieved by specifying the content of a task. It includes input (the information that the learners are supplied with), procedures (the activities that the learners are to perform in order to accomplish the task), language activity (whether the learners engage in receptive language activity or productive language) and outcome (what it is that the learners will have done on completion of the task).

2) Planning the evaluation

The act of carrying out the planning of a task evaluation may have a beneficial impact on the choice and design of a task. The various dimensions of prior planning are needed. Various decisions also have to be made about what information to collect, when to collect it, and how to collect it.

3) Collecting information

A task evaluation will need to consider collecting three types of information: (1) how the task was performed, (2) what learning took place as a result of performing the task, and (3) the teacher's and the learner's opinion about the task.

4) Analysis of the information collected

One of the major decisions facing the evaluator at this stage of the evaluation is whether to provide a quantitative or a qualitative analysis of the data or both.

5) Conclusions and recommendations

It is helpful to make a clear distinction between conclusions and recommendations. Conclusions relate to what has been discovered because of the analysis. Recommendations concern proposals for future teaching.

5. Task-Based Language Teaching

Task-Based Language Teaching is the approach used in developing the materials for interactive learning multimedia. Task-Based Language Teaching (TBLT) refers to the use of tasks that serve to facilitate meaningful communication and interaction lies at the heart of various proposals for task-based instruction which is an attempt to apply principles from second language acquisition research to language teaching (Richards and Renandya, 2001: 93-94). Ellis (2003: 1) states that it is a communicative approach to language instruction which is emphasizing on completing the task successfully. In other words, instruction is organized based on the students' way in improving their language ability by focusing on getting something done while using the language, rather than practicing language forms, like in traditional methods. In conclusion, Task-Based Language Teaching (TBLT) refers to the application of tasks to facilitate meaningful communication which emphasizes on completing the task

successfully. It focuses on getting something done while using the language or completing task that is related to the real communications.

a. Definition of Task

Nunan (2004: 3) states that a communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. A task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. Willis (1996: 23) defines a task as an activity where the target language is used by the learner to for a communicative purpose to achieve the outcome. In conclusion, a task is a classroom activity where the learners comprehend, manipulate, produce or interact using the target language for communicative purpose to achieve the outcome.

b. Components of Task

Nunan (2004: 41-70) proposes that a minimum specification of task includes goals, input and procedures supported by roles and settings. The model is presented below follows.

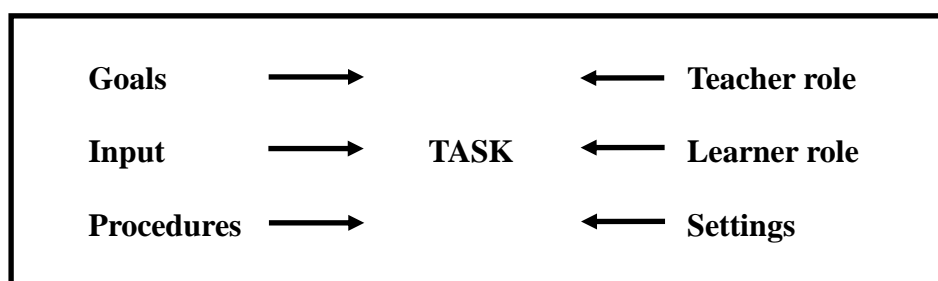


Figure 3: **Components of Task (Nunan, 2004: 41)**

Each component of task is described briefly as follows:

1) Goals

Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broaden curriculum. Goals may relate to arrange of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. Goals may not always be explicitly stated, they can usually be inferred from the task itself.

2) Input

Input refers to the spoken, written and visual data that learners work within in the course of completing a task. Data can be provided by a teacher, a textbook or some other sources.

3) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task.

4) Teacher and Learner Role

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Breen and Candlin (1980) in Nunan (2004) state that teacher has three main roles in the communicative classroom; a facilitator of the communicative process, a participant and as an observer.

5) Settings

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

c. Principles of Task

These are the underlying principles in developing instructional task (Nunan, 2004: 35-38):

1) Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2) Task Dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activates the 'organic' learning principle.

4) Activate Learning

Learners learn best by actively using the language they are learning. Based on the concept of experiential learning, learners learn best through doing through actively constructing their own knowledge rather than having it transmitted to them by the teacher.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form communicative function and semantic meaning.

6) Reproduction to Creation

Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. In creative tasks, learners are recombining familiar elements in novel ways.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

d. A Framework of Task-Based Language Teaching

In developing materials, a framework of task-based language teaching should be considered. Willis (2006 : 39-116) illustrates the basic procedures of the three phases in the TBLT framework. The framework is presented below.

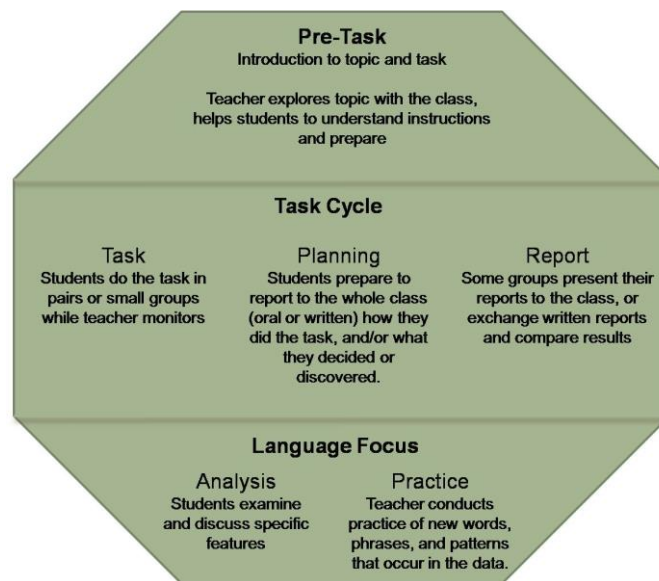


Figure 4: **Basic Procedures of the Three Phases in the TBLT Framework (Willis, 1996: 39-116)**

1) **Pre-task phase**

It shows the kind of preparation that may need to be done beforehand, and identifies the steps involved in setting up a task. It goes on to illustrate a range of preliminary activities that can be used in class to introduce the topic and prepare learners for the task itself. It also considers alternative ways of setting up tasks to enhance and vary learner talk, and offers solutions to a range of common problems that teachers sometimes face when managing learners in pairs and groups.

2) **Task cycle**

There are three components of this cycle; task, planning and report. In Task component, students do the task in pairs or small group. Teacher monitors and controls the pairs or groups. In the Planning component, students prepare to

report to the whole class orally or in writing about how they did the task, what they decided or discovered. Teacher acts as linguistic adviser and gives feedback to the students. The last is Report component. In this phase, teacher selects some groups to present their reports of the task to the class orally or in writing. Teacher acts as chairperson, links the contributions, sums up, and gives feedback on content and form.

3) Language focus

Language focus is the last phase of the TBLT framework. It follows the report stage of the task cycle and adds an opportunity for explicit language instruction.

e. Unit Design

Nunan (2004: 31-35) proposes six-step procedure in developing units of work as follows.

- 1) Schema building
The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.
- 2) Controlled practice
The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions.
- 3) Authentic listening practice
The next step involves learners in intensive listening practice. This step would expose students to authentic or simulated conversation.
- 4) Focus on linguistic elements
The students now get to take part in a sequence of exercise in which the focus is on one or more linguistic elements.
- 5) Provide freer practice
This is the time for the students to engage in freer practice, where they move beyond simple manipulation. The students should be

encouraged to extemporize, using whatever language they have at their disposal to complete the task.

6) Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself. It involves group work discussion and decision making task.

f. Grading and Sequencing Tasks

Grading deals with what materials should come first and what should follow the later. Firstly, there should be input grading in the task. Input complexity should be considered at the very beginning of the development. In grading the inputs, it is not only just providing a complex text but it is also considering the learners' background knowledge. Nunan (2004: 114) argues that "a text on an unfamiliar concrete topic may well be more challenging than a text on a familiar abstract topic". It means that, the gradation has an impact on the learners. The gradation of inputs that are regarding the students' familiarities need to be considered, for example the teachers should not teach grammar apart from the context.

Richards (2001) states that gradation is concerned with the grouping and sequencing of teaching items in a syllabus. The decisions of sequencing can be based on the following criteria:

1) Simple to complex

Content can be sequenced according to level, moving from simpler to complex on the later items.

2) Chronology

Content can be sequenced according to the order like what occurs in the real world.

3) Need

Content can be sequenced according to the students' needs in the real world.

4) Prerequisite learning

The sequence of the content may reflect what is necessary at the beginning of foundation for the next step in the learning process.

5) Whole to part or part to whole

In some cases, materials are sequenced from overall topic structure or organization before specific components. The course will focus on practicing the specific parts before the whole.

6) Spiral sequencing

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them.

In conclusion, a complex text should be provided and the learners' background knowledge should be considered when grading tasks. Tasks can be sequenced from simple to complex, chronology, need, prerequisite learning, whole to part or part to whole or spiral sequencing.

B. Conceptual Framework

Interactive multimedia is a combination of multiple media elements (audio, video, graphics, text, animation, etc.) that allows the users to interact with the programs Bhatnager, et al. (2002: 4). It can be used to support teaching and learning process by delivering learning materials in it. Interactive multimedia for teaching should meet the needs and proficiency level of students. Since the developed materials were limited on listening skill for grade eight students, the materials covered the standard of competences and basic competences of listening for grade eight students. In addition, approaches to teaching listening and students' preferences were considered in developing materials.

From those considerations, each unit of interactive listening learning multimedia is developed based on a framework of TBLT proposed by Willis (1996: 39-116). There are three components of the framework. The first is Pre-

task phase. It shows the kind of preparation that may need to be done beforehand, and identifies the steps involved in setting up a task. It goes on to illustrate a range of preliminary activities that can be used in class to introduce the topic and prepare learners for the task itself. It also considers alternative ways of setting up tasks to enhance and vary learner talk, and offers solutions to a range of common problems that teachers sometimes face when managing learners in pairs and groups. The second component is Task cycle. It is where students do the task for communicative purposes. There are three components of this cycle; task, planning and report. Language focus is the last phase of the TBLT framework. It follows the report stage of the Task cycle and adds an opportunity for explicit language instruction.

In developing the interactive learning multimedia, the model introduced by Lee and Owen (2004) is adapted and used. The first phase is need assessment and analysis. In this phase, the objectives of this study are decided. Then the audience, the standard of competences and basic competences in the curriculum, the technology used to develop the product and the media used to deliver the product are analyzed. The second phase is design. It is the phase when the draft of materials are written, flowcharts are made and storyboard is created. Development is the third phase. In this phase, the materials are collected and integrated into programs and the first draft is consulted to the supervisor. The last phase is evaluation. The first product is evaluated by the content expert and media expert through questionnaire. The purpose is to create the final product.

In developing interactive learning multimedia, seven basic principles by Mayer (2005:6-7) are considered. They are multimedia principle, split-attention principle, modality principle, redundancy principle, segmenting, pre-training, and modality principles, coherence, signaling, spatial contiguity, temporal contiguity, and redundancy principles and personalization, voice, and image principle.

CHAPTER III

RESEARCH METHODS

This chapter presents type of study, research setting, research subjects, research procedure, data collecting techniques, research instruments and data analysis techniques.

A. Type of Study

Since the aim of this study is to design an educational product which can be used effectively in educational programs, this study is categorized into Educational Research and Development (R & D). Gall, et al. (2003: 569) state that Educational Research and Development is an industry-based development model which the findings of the research are used to develop new products and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standard. Seels & Richey in Richey, et al. (2004: 1099) explain that the purpose of R&D is designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness. Interactive listening learning multimedia for the eighth grade students of SMP N 5 Depok is the product of this research.

B. Research Setting

The research was conducted from November 2012 to January 2013 at SMP N 5 Depok. The school is located in Karanggayam Caturtunggal Depok, Sleman. There are four classes of the eighth grade in this school. Each consists of 27 students.

C. Research Subjects

The eighth grade students of SMP N 5 Depok are the subjects of this study. This school is selected because some facilities which can support the use of technology such as LCD projectors and computer laboratory are available. This school also promotes the use of technology in teaching and learning processes. The eighth grade students are selected to make them more motivated to learn English. Moreover, they are already familiar with English learning materials since they get the materials in the seventh grade.

D. Research Procedure

Since this research aims to develop interactive listening learning multimedia for the eighth grade students of SMP N 5 Depok, the model proposed by Lee and Owens is adapted and used. They (2004) state that there are five phases that should be followed in developing good learning multimedia. However, it is only conducted until the fourth phase since the limited time. The model is described below.

1. Need Assessment and Analysis

In this phase, the objectives of this study are decided. Then the audience, the standard of competences and basic competences in the curriculum, the technology used to develop the product and the media used to deliver the product are analyzed.

2. Design

There are three parts in this stage. The first is writing the draft of the materials. Materials related to this study are developed. The presentation of the materials is also classified. The second is flowcharting. The flowcharts are made after the draft of the materials is created. Flowchart is a symbol or picture which depicts the server of steps representing a processing activity. This serves as a roadmap of interactive multimedia. It usually links one page to another. The last is storyboarding. After the flowcharts are created, the storyboard is made. It describes how every screen in the presentation will be displayed. It refers to the operation shown in the flowcharts.

3. Development

This phase consists of materials collecting, integrating the materials into the program and validation by the supervisor. The texts, pictures, animations and video are collected. In order to get the input, the textbooks used in the junior high school are adapted. After collecting the materials, Adobe Flash CS4, Adobe Photoshop CS5 and other supporting softwares which can integrate the materials

are used. The result of this stage is called the first product. Then, the first product is consulted to the supervisor.

4. Evaluation by Experts Judgement

At this stage, the first product is evaluated by the content and media expert through questionnaires. The purpose is to create the second product.

5. Implementation

The second product is implemented by doing try-out. The students are asked to give feedback by filling the questionnaire. The results of the questionnaire are used to revise the second product to make the final product.

E. Data Collecting Techniques

In this study, three kinds of data collection technique are used. They are observation, questionnaires and interview. Observation is used to collect data about learners' characteristics, learning sources and the availability of multimedia in the school.

There are two kinds of questionnaire used in this research. They are questionnaire for needs analysis to obtain information about students' needs and learning needs and questionnaire for experts' judgement to get comments and suggestions from the materials and multimedia expert. Interview is used to ask the teacher about the students' needs and learning needs. Before interviewing the teacher, a set of questions is developed.

F. Research Instruments

The observation guide, questionnaires and the interview guide are the instruments used in this study to gather data. They are described below.

1. The observation guide

The observation guide is used as a guide to conduct the observation to collect information about English materials used in teaching and learning process, facilities provided in the school and the teaching and learning process of English. The observation is conducted during the needs analysis.

2. Questionnaires

As mentioned before, there are two types of questionnaires used in this research. They are questionnaire for needs analysis and questionnaire for experts' judgement. The questionnaire for needs analysis is used to get data about students' needs and learning needs. This questionnaire is adapted from Hutchinson and Waters (1987) and Nunan (2004). Questionnaire for experts' judgement is used to obtain comments and suggestions from multimedia and materials expert. It is adapted from BSNP and Alessi Trollip (2001). The results of the questionnaire are used to revise the first draft of the product.

3. The interview guide

The interview guide is used as a guide to conduct interview to obtain data about target needs and leaning needs from the English teacher. It is also conducted to obtain feedback from the supervisor, materials expert and multimedia expert

about the draft of the product. The feedback from the interview is used to evaluate the product.

G. Data Analysis Techniques

There are two kinds of data in this research, i.e. quantitative data and qualitative data. The quantitative data are obtained from the needs analysis questionnaire and questionnaires of experts' judgement, while the qualitative data are obtained from the interview and observation.

1. The Quantitative Data

The data from the questionnaire of the needs analysis are analyzed using frequencies and percentages. Meanwhile, the data from the questionnaires of the experts judgement are analyzed using descriptive statistic by measuring the central tendency (mean) of each item in the questionnaire. The value of the mean determines the category of the materials. In classifying the category of the mean, the theory proposed by Suharto (2006: 52) is used. The quantitative data conversion is presented in the table below.

Table 2: Quantitative Data Conversion (Suharto, 2006: 52)

Scales	Categories	Interval of Mean
5	Very good	4.20-5.00
4	Good	3.40-4.19
3	Fair	2.60-3.39
2	Poor	1.80-2.59
1	Very poor	1.00-1.79

2. The Qualitative Data

The qualitative data which are obtained from the interview and the observation are analyzed based on the theory proposed by Miles and Hubberman. They (1994: 9-11) say that there are four steps in analyzing the data. The first is collecting the data. Data reduction is the second step. At this stage, the data are limited, simplified and transformed by summarizing or paraphrasing the interview transcripts. The third step is data display. The last step is drawing conclusions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions of the research which was conducted from November 2012 to January 2013. The research findings include the needs analysis, the course grid, the unit design, the flowchart, the first draft of interactive multimedia, the review of the first draft by the experts and the second draft of interactive multimedia.

A. Research Findings

1. The Needs Analysis

Needs analysis is the first stage of this study. It consists of description of target needs, learning needs and media. The results are used to design the course grid of learning materials.

a. Description of Target Needs

1) Necessities

Necessities are considered to be what the learner has to know in order to function effectively in the target situation. Table 3 shows that 43.7% of students learn listening skill to understand meaning of functional spoken text and simple short monolog in the form of narrative and recount text. Ten students learn listening skill to understand meaning of transactional and interpersonal conversation.

Table 3: The Data of the Target Needs (Necessities)

Aspect	Question	Item	n	%
Necessities	The students need to learn listening skill	a. to understand meaning of transactional and interpersonal conversation	10	31.2%
		b. to respond meaning of transactional and interpersonal conversation	4	12.5%
		c. to understand meaning of functional spoken text and simple short monolog in the form of narrative and recount text	14	43.7%
		d. to respond meaning of functional spoken text and simple short monolog in the form of narrative and recount text	4	12.5%
		e. others	0	0

2) Lacks

Lacks are defined as the gaps between what the learner knows and the necessities. The students' lacks are described in the table below.

Table 4: The Data of the Target Needs (Lacks)

Aspect	Question	Item	n	%
Lacks	The students' ability to listen to English dialog or monolog is....	a. very poor	5	20.8%
		b. poor	15	62.5%
		c. good	4	16.6%
		d. very good	0	0
	The students' opinion about the difficulty to understand and respond to English dialog and monolog	a. very difficult	4	16.6%
		b. difficult	16	66.6%
		c. easy	4	16.6%
		d. very easy	0	0

	Difficulty students face when listen to English dialog or monolog is	a. to understand the content of the dialog or monolog	18	39.1%
		b. to understand vocabularies and expressions in the dialog or monolog	16	34.7%
		c. to understand the correct pronunciation of certain words or expressions	10	21.7%
		d. to understand grammar used in the dialog or monolog	2	4.3%
		e. others	0	0

The table shows that the students' ability to listen to English dialog or monolog is poor. More than half of all students believe that listening to English dialog or monolog was difficult. Eight of them decides that listening is very difficult and easy. The difficulty that the students faces the most is to understand the content of English dialog or monolog. The students also have a difficulty in understanding vocabularies and expressions in the dialog or monolog. The data from questionnaire are supported by the data from interview. The following is the result of the interview.

-
- R : *Bagaimana kemampuan listening siswa kelas delapan?* (What is the students' listening ability?)
- T : *Kemampuan listening mereka masih kurang mas. Kalau memutar recording tidak cukup satu atau dua kali, bahkan kadang haru diulang sampai lima kali.* (Their listening ability is poor. Sometimes I play the recording five times.)
- R : *Kesulitan mereka kira-kira apa ya Pak?* (What is the difficulty that they have?)
- T : *Biasanya banyak kosa-kata yang tidak mereka pahami.* (Usually, they have a difficulty in understanding the meaning of some vocabularies.)
-

3) Wants

Wants are what the students wish to accomplish after learning. Table 5 shows that 31.2% of students learn listening skill to understand English dialog or monolog better. Fourteen students learn listening skill to be able to respond to English dialog or monolog better. The data of students' wants are further described in the table below.

Table 5: **The Data of the Target Needs (Wants)**

Aspect	Question	Item	n	%
Wants	The students learn listening skill	a. to improve understanding of English grammar	4	2.24%
		b. to enrich vocabulary	8	14.2%
		c. to improve pronunciation	10	17.8%
		d. to understand English dialog/ monolog better	20	31.2%
		e. to be able to respond to the English dialog/ monolog better	14	21.8%
		f. others	0	0

It can be concluded that grade eight students of SMP N 5 Depok need to learn listening skill to understand meaning of functional spoken text and simple short monolog in the form of narrative and recount text. They learn listening skill to understand and to be able to respond English dialog or monolog better. The difficulty they have when learning listening is to understand the content of English dialog or monolog.

b. Description of Learning Needs

1) Input

Input refers to the spoken, written and visual data that learners work within the course of completing a task. The data of input chosen by students are presented below.

Table 6: The Data of the Learning Needs (Input)

Aspect	Question	Item	n	%
Input	Dialog and monolog desired in learning listening is	a. dialog and monolog about situational conversation	20	45.4%
		b. monolog about fairy tales, legends, etc.	14	31.8%
		c. dialog/ monolog taken from movies	6	13.6%
		d. dialog/ monolog taken from TV, internet and radio	4	9.1%
		e. others	0	0
	Length of dialog and monolog is	a. < 2 minutes	8	33.3%
		b. 2 minutes	8	33.3%
		c. 3 minutes	2	8.3%
		d. 4 minutes	2	8.3%
		e. 5 minutes	4	16.7%
		f. > 5 minutes	0	0
		g. others	0	0
	The topic of the dialog and monolog is	a. school life	16	44.4%
		b. environment	4	11.1%
		c. science and technology	12	33.3%
		d. health	4	11.1%
		e. others	0	0

It can be seen that 20 students want to study listening through dialog and monolog about situational conversation. Fourteen of them prefer to use monolog about fairy tales, legends, etc. In term of input length, 66.6% of students want

dialog or monolog with less than 3 minutes in length. The topic of dialog or monolog that the students want the most is school life with 44.4%. Twelve students choose 'science and technology' as the topic of monolog or dialog. The following interview transcripts are presented to support it.

-
- R : *Durasi recording yang diputar biasanya berapa menit?* (How long is the recording you usually play?)
- T : *Tergantung recordingnya, kalau dialo biasanya cuma sekitar 2 menit tapi kalau monolog seperti narrative ya jelas lebih lama.* (It depends on the type of the recording. It usually takes about two minutes for dialog and it can be longer for monolog.)
-

Appendix B/ Interview 1

2) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. Table 7 shows that 24 students want to learn listening through activity of answering questions and answering True/ False questions. Some students also want the activity of listening to dialog or monolog then completing the text.

Table 7: **The Data of the Learning Needs (Procedures)**

Aspect	Question	Item	n	%
Procedures	The type of activity for learning listening is	a. listening to dialog or monolog then completing the text	8	18.1%
		b. listening to dialog or monolog then answering questions	12	27.2%
		c. listening to dialog or monolog then	12	27.2%

		answering True/False questions		
		d. listening to dialog or monolog then identifying expressions in the dialog or monolog	2	4.5%
		e. listening to dialog or monolog then summarizing them	2	4.5%
		f. listening to dialog or monolog then responding to them in an oral and written form	6	13.6%
		g. listening to dialog or monolog then completing the information in a table and diagram	2	4.5%
		h. others	0	0

3) Setting

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The table below explains the setting of learning that the students want.

Table 8: The Data of the Learning Needs (Setting)

Aspect	Question	Item	n	%
Setting	The students learn listening skill	a. individually	16	66.7%
		b. in pairs	4	16.6%
		c. in groups	2	8.33%
		d. variously	2	8.33%

The table above shows that most students wanted to learn individually. The number of students who chose to do the tasks individually rather than in pairs or in groups indicates it. Only four students wanted to work in pairs and 8.33% of them preferred to learn in groups.

4) Learner Role

Learner role refers to the part that learners is expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. The table below shows that most students tend to be a listener during the teaching and learning process of listening. Only four of them want to be speakers and advisers.

Table 9: **The Data of the Learning Needs (Learner Role)**

Aspect	Question	Item	n	%
Learner Role	In the learning process, the students prefer to be	a. a listener	20	83.3%
		b. a speaker or performer	2	8.33%
		c. an adviser	2	8.33%
		d. others	0	0

The following interview transcripts support the data presented in Table 9.

-
- R : *Pada saat pembelajaran listening, murid biasanya berperan sebagai apa? Cuma mendengarkankah atau mungkin ada yang lain?* (What role do the students play during the teaching and learning process of listening?)
- T : *Biasanya ya Cuma mendengarkan terus menjawab pertanyaan, mas.* (They usually listen to the recording and answer the questions.)
-

5) Teacher Role

Teacher role refers to the part that a teacher is expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Table 10 shows that the students want the teacher to explain the steps to do the tasks and the goal of the tasks. They also expect the teacher to replay the recording, give other examples related to the dialog or monolog, and explain the meaning of certain words or expressions in the dialog or monolog when they have difficulties in doing the tasks.

Table 10: **The Data of the Learning Needs (Teacher Role)**

Aspect	Question	Item	N	%
Teacher Role	When doing listening tasks, the students want the teacher to	a. explain the steps to do the tasks	20	41.7%
		b. explain the goal of the activity	16	33.3%
		c. give examples of how to do the tasks	12	25%
		d. others	0	0
	When having a difficulty in understanding dialog/ monolog or in doing the tasks, the students want the teacher to	a. replay the recording and give other examples related to the dialog/ monolog	14	38.9%
		b. explain the meaning of certain words or expressions in the dialog/ monolog	12	33.3%
		c. have a discussion with the students about the difficulties they face	10	27.7%
		d. others	0	0

The following interview transcripts also present the data of learning needs in terms of teacher role.

-
- R : *Apa yang Bapak lakukan ketika mengajar listening?* (What do you do when teaching listening?)
- T : *Biasanya cuma memutar rekaman dan mengecek pekerjaan siswa.* (I play the recording and check students' work.)
- R : *Apa tindakan Bapak ketika siswa mengalami kesulitan ketika mengerjakan tugas?* (What do you do when students have difficulties)
- T : *Biasanya saya memutar lagi rekamannya dan memberikan sedikit petunjuk tentang isi dari rekaman tersebut.* (I replay the recording and give some clues about the recording.)
-

Appendix B/ Interview 1

In short, students want to study listening through dialog about situational conversation and monolog about fairy tales, legends, etc. with less than 3 minutes in length. The topics of dialog or monolog that the students want are school life and 'science and technology'. Students want to learn listening through activity of answering questions and answering True/ False questions. In term of setting, they want to learn listening individually. During the teaching and learning process, they want to be listeners. Additionally, they expect the teacher to explain the steps to do the tasks and the goal of the tasks. They also expect the teacher to replay the recording, give other examples related to the dialog or monolog, and explain the meaning of certain words or expressions in the dialog or monolog when they have difficulties in doing the tasks.

c. Description of Media

The last component of the needs analysis is description of media. There are six questions about the media in the needs analysis questionnaire. The questions help the researcher to develop the interactive multimedia based on what

the students prefer. The table below shows the result of the questionnaire related to the multimedia.

Table 11: **The Data of Media Aspects**

Aspect	Question	Item	N	%
Multimedia	The background of multimedia that the students want is	a. the same background on every pages.	14	58.3%
		b. different background on every pages.	6	25%
		c. a variation of two backgrounds	2	8.33%
		d. a variation of four backgrounds	2	8.33%
		e. others	0	0
	The font size used in multimedia is	a. 12 to 14	18	75%
		b. 15 to 17	4	16.6%
		c. 18 to 20	2	8.33%
		d. others	0	0
	Type of font used in multimedia is	a. Comic San MS	5	20.8%
		b. Times New Roman	2	8.33%
		c. Arial	15	62.5%
		d. Century	2	8.33%
		e. others	0	0
	The colour of the font is	a. the same	10	41.6%
		b. different for important information	11	45.8%
		c. contrast colour with the background	3	12.5%
		d. other	0	0
	The use of pictures to support the materials is	a. not needed	2	8.33%
		b. sometimes needed	2	8.33%
		c. needed	20	83.3%
	The use of backsound in multimedia is	a. not needed	4	16.6%
		b. sometimes needed	18	75%
		c. needed	2	8.33%

Table 11 indicates that the students want the same background on every pages of multimedia. Arial with 12 to 14 in size is the kind of font which the students like the most. The colour of the font should be different for important information according to students' preference. The use of pictures and backsound in multimedia is sometimes needed to make it more attractive.

2. The Course Grid

After the questionnaire of needs analysis is analyzed, the course grid is developed. It is developed based on the results of the needs analysis questionnaire, interview and observation. The standard of competences and basic competences of teaching listening to grade eight students in semester 2 are also considered. The course grid is used as a guide to design the materials.

The course grid consists of standard of competences and basic competences, indicators, unit titles, topics, language function or text, language focus (vocabulary and grammar), procedures and input. The procedures are developed based on the framework of TBLT proposed by Willis (1996: 39-116). The course grid can be seen in Appendix C.

3. Unit Design

After the course grid is written, the materials are developed. The materials consists of three units. Each unit has introduction, main part and summary. The introduction consists of an overview and indicators of the unit. The overview and indicators are in the form of text and audio. Pictures related to the topic are also provided.

The main part consists of tasks which are divided into Pre-Task Phase, Task Cycle and Language Focus. In Pre-Task Phase, students learn the topic and vocabularies used in the unit. Task Cycle provides the students with tasks to practice the target language. The Language Focus lets the students learn specific features of the text. The summary is also provided at the end of every unit. It gives students brief explanation about what they already learn.

The title of Unit 1 is “Once upon a time”. In this unit, students are expected to learn Narrative text and Simple Past Tense. Students learn expressions of asking for, giving, and refusing goods and Modal Can and Could in Unit 2 “Can you give me ...?”. The last unit of multimedia is entitled “What do you think about ...?”. Students are able to learn the expressions of asking for, giving and, declining opinion and WH-Questions in this unit.

4. Flowchart

After the draft of the materials is created, flowcharts are made. Flowchart is a symbol or picture which depicts the server of steps representing a processing activity. This serves as a roadmap of interactive multimedia. It usually links one page to another. The flowchart can be seen in Appendix D.

5. The First Draft of the Interactive Multimedia

The first draft of the materials is developed referring to the unit design. The descriptions of basic part of the first draft of the multimedia are presented below.

a) Welcome Screen

Welcome screen is the first screen which appears when running the program. It contains loading bar and the designer's alias. The loading bar is used to show whether the program is running well and to give time to the program to process. Below is the picture of the screen.

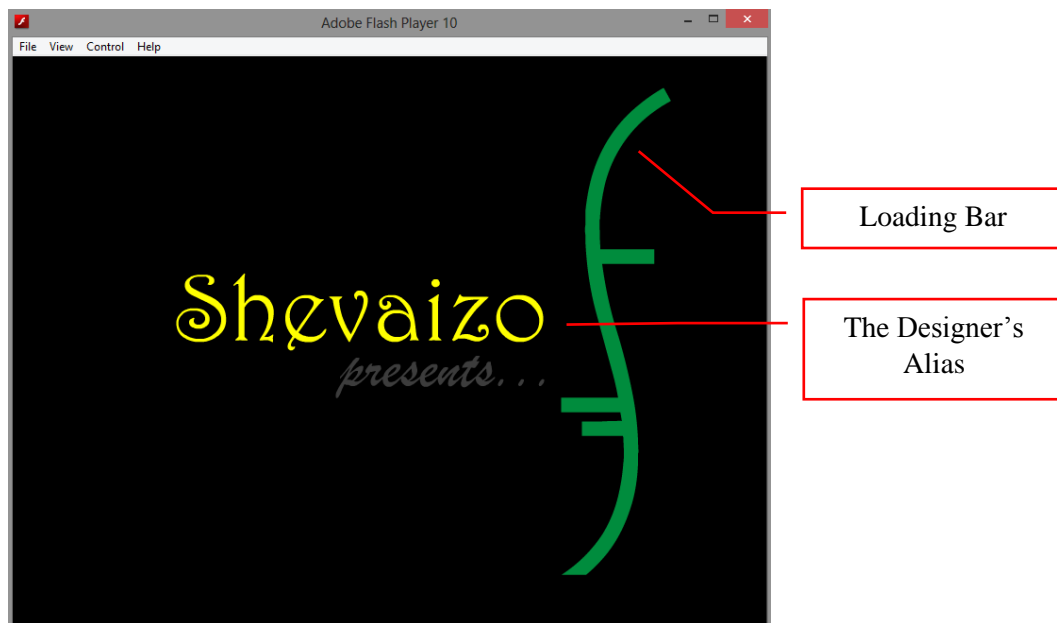


Figure 5: Welcome Screen

b) Start Screen

The page presented after the welcome screen is called start screen. It consists of the title of multimedia, identity of the designer, The Yogyakarta State University Logo and start button. The picture of the page is presented below.

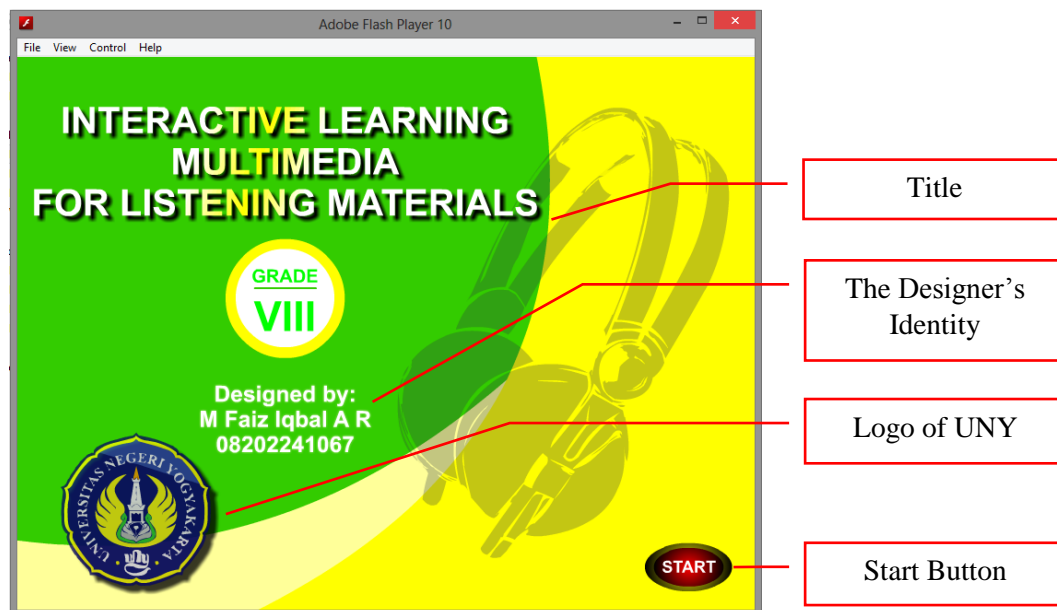


Figure 6: **Start Screen**

c) **Main Page**

Main page is where the users can access the features of multimedia. This page consists of title, clock and some buttons which link to other pages such as unit, music, social network, references, about the author, help and close button. There are three unit buttons in this page; Unit 1, Unit 2 and Unit 3. Music buttons are used to set the music on or off or to adjust the volume. Social network buttons link to the designer's facebook and twitter account. The picture of the page is provided below.

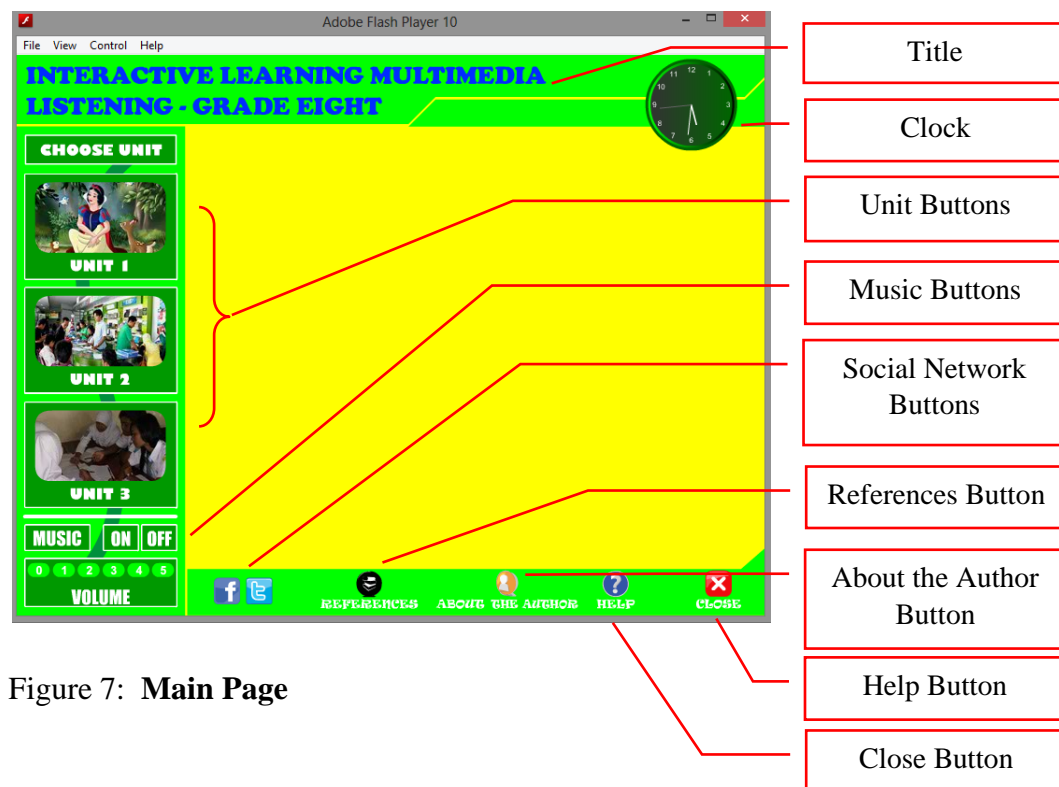


Figure 7: Main Page

d) Unit Page

This is the page where users can access the tasks on the chosen unit page by clicking the button of the task. The pages of the three-unit are similar. All pages consist of unit title, overview, tasks and summary button. However, Unit 1 has more tasks than Unit 2 and 3. The picture describing the page is presented below.

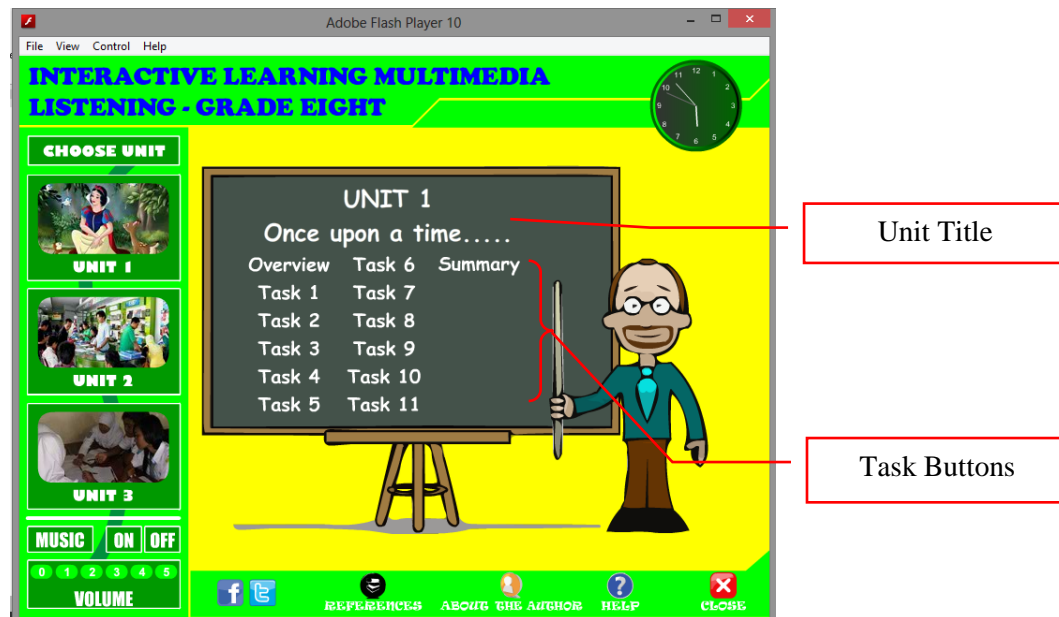


Figure 8: Unit Page

e) Overview Page

In this page, users are given the preview and indicators of the chosen unit. The picture is provided below.

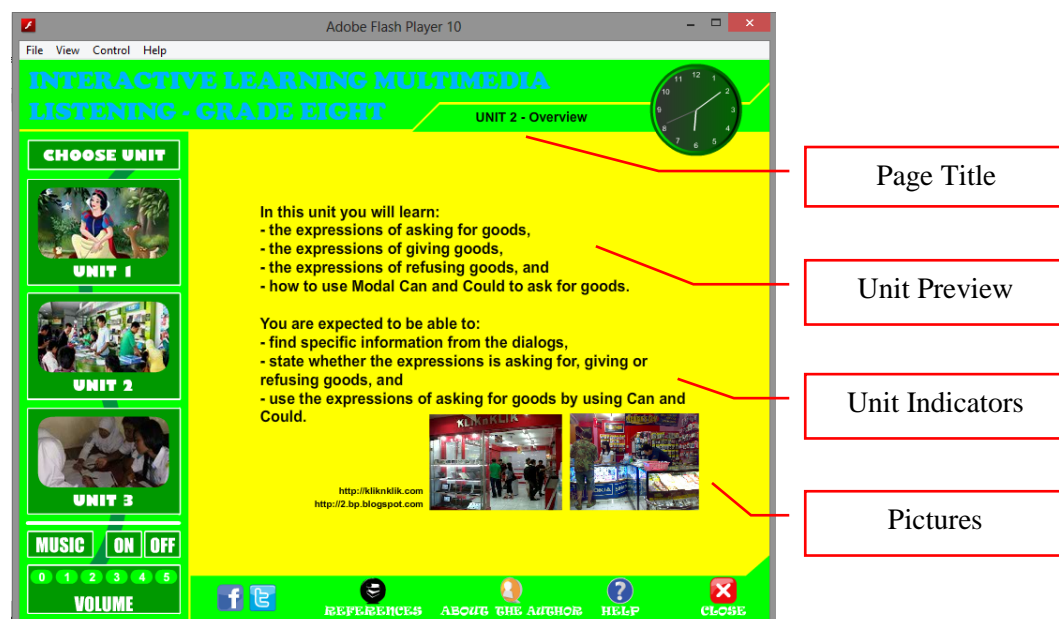


Figure 9: Overview Page

f) Task 1

Task 1 is a task where the learners are given opportunities to explore the topic of the unit by answering questions. The page consists of page title, task instruction, pictures related to the task and some questions. The picture explaining the page is provided below.

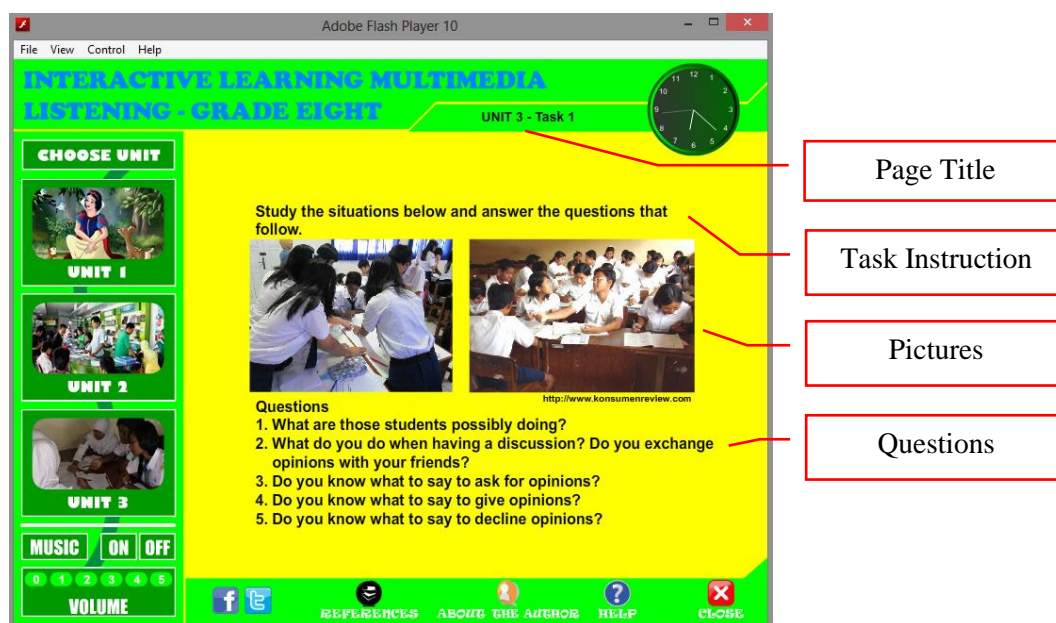


Figure 10: Task 1

g) Task 2

In this task, the learners are provided with vocabularies related to the context. Phonetic transcriptions and the meaning of the vocabularies are given on this page. Users can also check the pronunciations by clicking the play button. The print screen of the page is presented below.

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 1 - Task 2

Study the following words. Click to check the pronunciations.

Word	Phonetic Transcription	Meaning
cure (verb)	/kjʊər/	menyembuhkan
fable (noun)	/ˈfeɪbl/	dongeng hewan
giant (noun)	/ˈdʒaɪənt/	raksasa
knight (noun)	/naɪt/	kesatria
legend (noun)	/ˈledʒənd/	legenda
miracle (noun)	/ˈmɪrəkl/	keajaiban
moral value (noun)	/ˈmɒrəl ˈvæljuː/	pesan moral
once upon a time (adverb)	/wʌnts əˈpɒn ə taɪm/	dahulu kala
prince (noun)	/prɪnts/	pangeran
princess (noun)	/prɪnˈses/	puteri
tale (noun)	/teɪl/	dongeng
tell (verb)	/tel/	menceritakan

Page Title

Task Instruction

Pronunciation Buttons

Figure 11: Task 2

h) Task 3

This is where the students practice their knowledge about vocabulary by dropping the words to the boxes to complete the sentences. The picture of Task 3 is presented below.

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 1 - Task 3

Drag the words below and drop them to the boxes to complete the sentences.

princess miracle fable

 tale prince

1. There was a , the frog turned into a handsome prince.

2. The witch cursed the .

3. The saved the princess and fell in love with her.

4. The tortoise and the hare is a story called .

5. He told me a fascinating about Malin Kundang.

Page Title

Task Instruction

Words

Questions

Boxes

Figure 12: Task 3

i) Task 4

In this task, the learners are asked to listen to the recording by pushing play button on the audio controller then answer True/ False questions by Clicking T buttons for True or F buttons for False. The picture of the task is provided below.

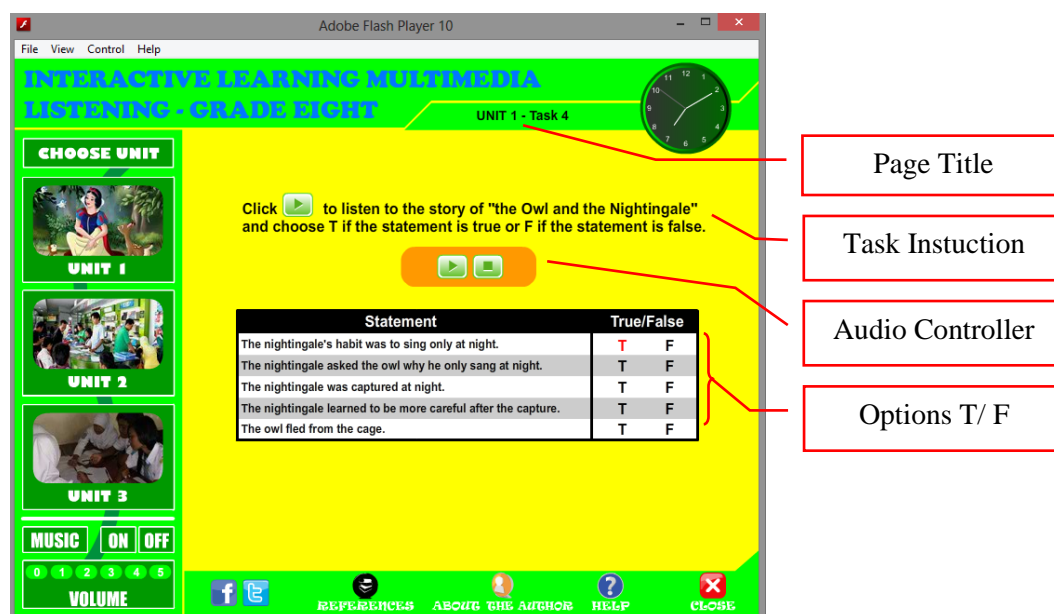


Figure 13: Task 4

j) Task 5

Task 5 consists of 3 kinds of frame; main frame (Figure 14), questions frames (Figure 15) and score frame (Figure 16). The task instruction, audio controller and start button to answer the questions can be found on the main frame. Learners answer the questions of the task on the question frames while the users can check their score of the task on score frame. The learners, in this task, are asked to listen to the recording by clicking the play button then answer the multiple-choice question. The pictures of the task are presented below.

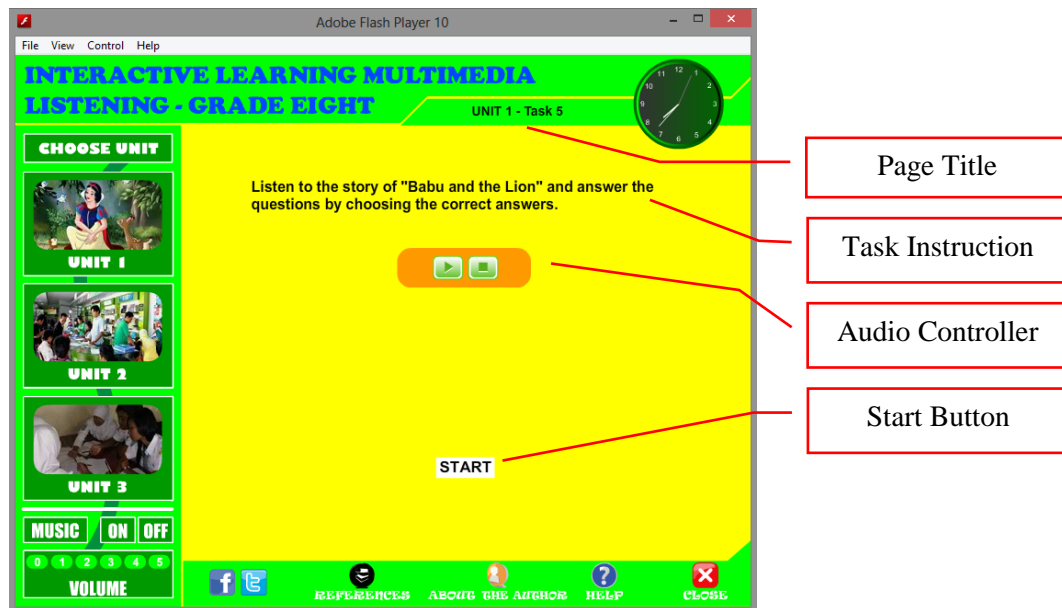


Figure 14: Main Frame Task 5

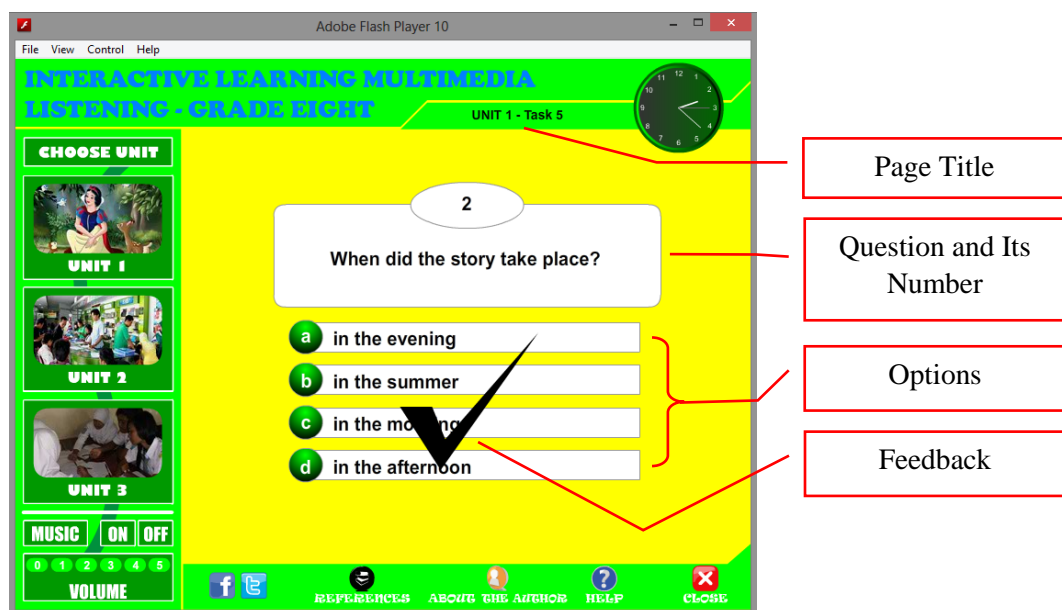


Figure 15: Question Frame Task 5

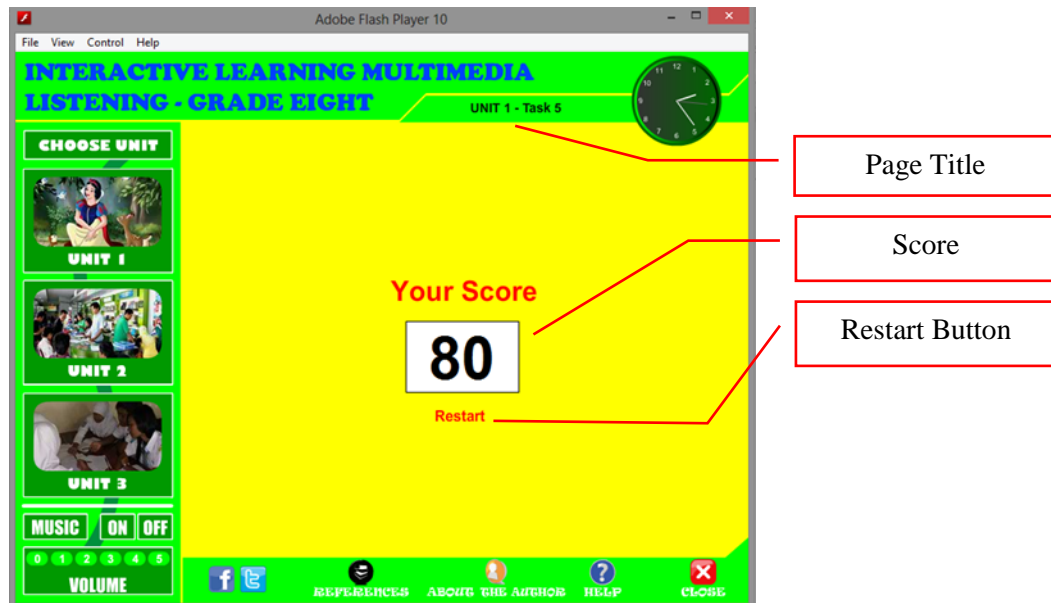


Figure 15: Score Frame Task 5

k) Task 6

In this task, students learn the explanation of language function or text.

Below is the print screen of Task 6.

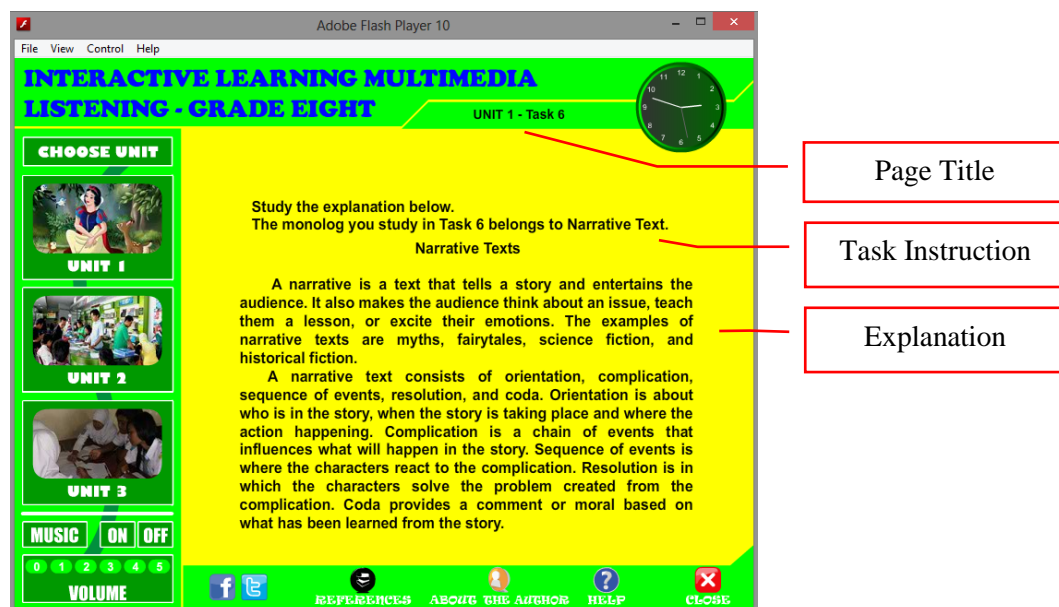


Figure 16: Task 6

l) Task 7

To do this task, students have to match the terms with their definition by dragging the terms to the blank boxes. The picture of Task 7 is presented below.

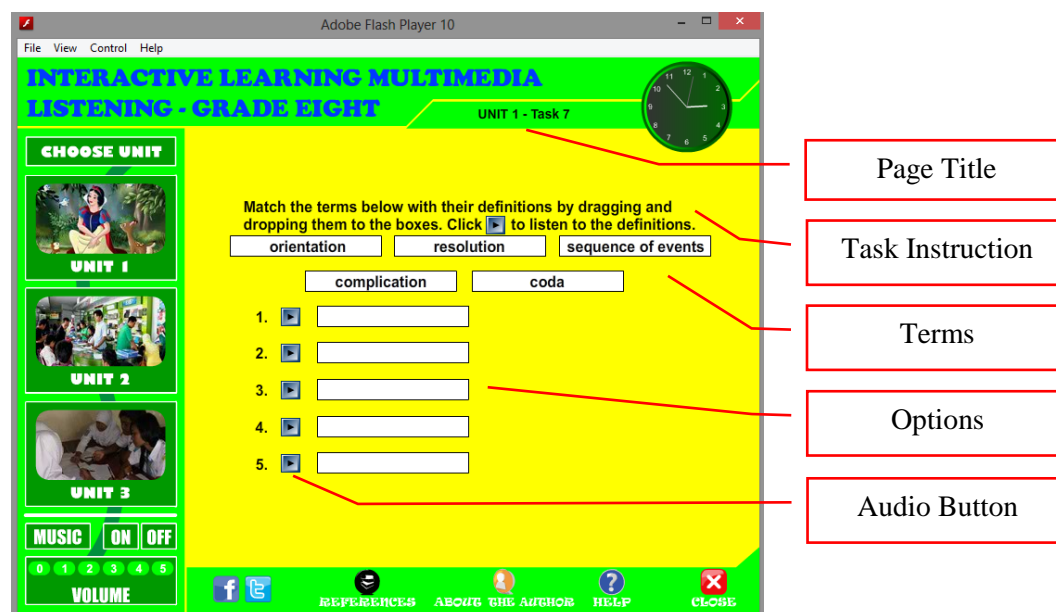


Figure 17: Task 7

m) Task 11

To do this task, learners should choose the words to complete the sentences by typing them in the boxes. The score can be checked by clicking the check button. The task can also be restarted by pushing the restart button. The picture of Task 11 is provided below.

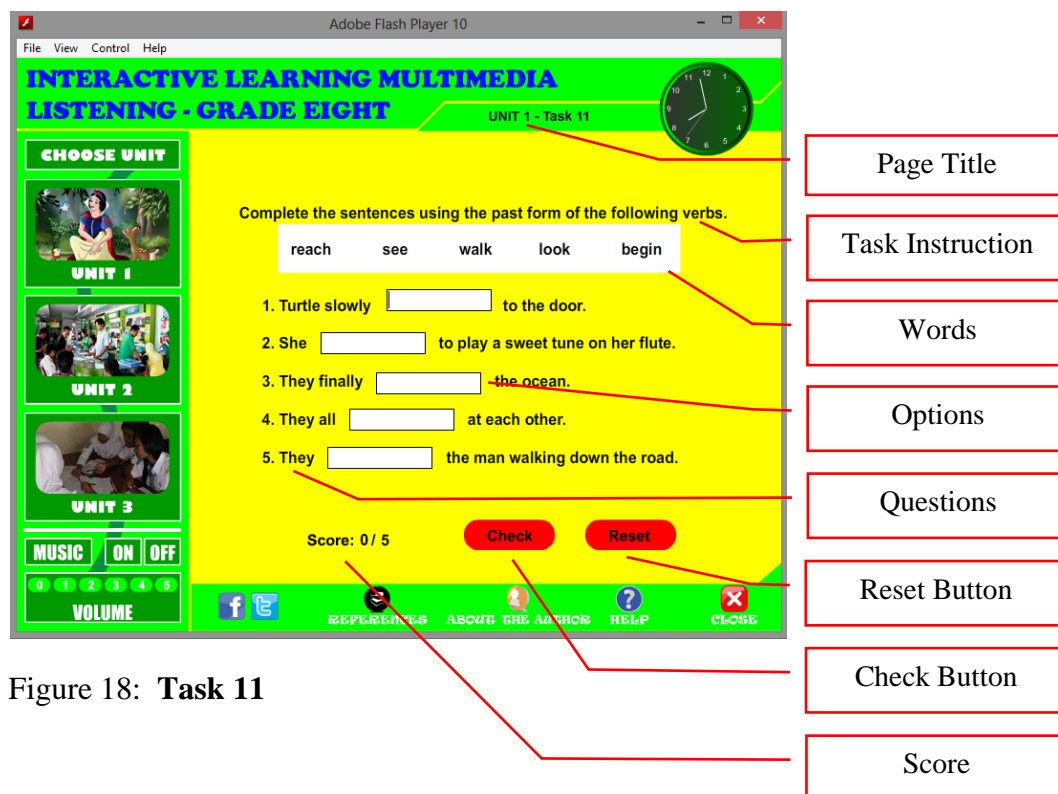


Figure 18: Task 11

6. The Review of the First Draft by the Experts

After all units are developed, the multimedia are reviewed by the content and media expert. The feedback from the experts are used to design the final draft of the media and to assess whether the multimedia is appropriate or not. The questionnaires for the experts can be seen in Appendix A.

a. The Review from Content Expert

1) Evaluation

The content expert suggests that some changes in the media should be made. The first is to give more attention to the punctuation marks especially full stops. The titles of unit 1 and 2 are changed from “Once upon a time.....” and “Can you give me.....?” to “Once upon a time....” and “Can you give me...?”.

The listening transcript of Task 4 in Unit 3 is also revised since the use of full stop is inappropriate; “Great....!”. The second is to revise the instructions of some tasks. The materials expert recommends changing “and” in the instructions of Task 4 and Task 5 in Unit 1, 2 and 3 to “then”. The phrase “based on the recording,” should also be added.

The next is to revise some mistakes in writing. The title of the story in question number 4 of Task 3 Unit 1 and the word “narrative” in Task 6 Unit 1 should be capitalized. The fourth is to revise a grammatical mistake. The phrase “some reason” in Task 3 Unit 3 is changed to “some reasons”. The last is to revise some recordings. There are some mistakes in pronunciation such as the word “product” and “sophisticated” in Task 1 Unit 3 and the word “following” in some instructions. The evaluation from the content expert is described in the table below.

Table 12: The Evaluation from the Content Expert

Unit	Task	Evaluation	Revision
Unit 1	Task 1	The title of the unit is incorrect.	revising the title
	Task 3	Title of the story should be capitalized.	capitalizing the title
	Task 4	<ul style="list-style-type: none"> - On the instruction, “and” should be replaced by “then”. - On the instructions, “based on the dialog” should be added 	revising the instruction
	Task 5	<ul style="list-style-type: none"> - On the instruction, “and” should be replaced by “then”. - On the instructions, “based on the dialog” should be added 	revising the instruction

	Task 6	- The word “Narrative” should be capitalized.	capitalizing the word
Unit 2	Task 1	The title of the unit is incorrect.	revising the title
	Task 4	- On the instruction, “and” should be replaced by “then”. - On the instructions, “based on the dialog” should be added	revising the instruction
	Task 5	- On the instruction, “and” should be replaced by “then”. - On the instructions, “based on the dialog” should be added.	adding the phrase
Unit 3	Task 1	- The word “product” and “sophisticated” are mispronounced.	revising the recording
	Task 3	- The phrase “some reason” is incorrect.	changing the phrase
	Task 4	- The listening script is inappropriate. - On the instruction, “and” should be replaced by “then”. - On the instructions, “based on the dialog” should be added	- changing the script - revising the instruction
	Task 5	- On the instruction, “and” should be replaced by “then”. - On the instructions, “based on the dialog” should be added	revising the instruction

2) Validation

The content expert validates the media through a questionnaire by giving scores to each unit of the media. The results of the questionnaire are used to revise the materials and decide whether the multimedia is already appropriate or not. When the data of the mean values (\bar{x}) show that they are Very Good, Good or Fair, the units of multimedia are appropriate.

a) Validation of Unit 1

Unit 1 is appropriate. This is supported by the mean values (\bar{x}) in Table 13. The smallest mean is 4 (Good) while the biggest is 4.67 (Very Good). According to Suharto (2006: 52), the mean value (\bar{x}) of $4.20 < (\bar{x}) < 5.00$ is categorized into 'Very Good', and $3.40 < (\bar{x}) < 4.19$ is categorized into 'Good'. The table below explains the descriptive statistics of Unit 1.

Table 13: The Descriptive Statistic of Content Expert Validation on the Appropriateness of Unit 1

No.	Element	n	Mean	Explanation
The Appropriateness of the Content				
1.	The appropriateness with Standard of Competences and Basic Competences	14	4.67	Very Good
2.	The materials supporting the learning	13	4.33	Very Good
The Appropriateness of the Language				
3.	The appropriateness with the level of student development	13	4.33	Very Good
4.	Communicative	4	4	Good
5.	Accuracy	4	4	Good
6.	Cohesive and coherence	8	4	Good
The Appropriateness of the Presentation				
7.	Technique of presentation	9	4.5	Very Good
8.	Learning presentation	14	4.67	Very Good
9.	Supporting presentation technique	13	4.33	Good

b) Validation of Unit 2

The content expert agrees that Unit 2 of interactive multimedia is appropriate for grade eight students. It is proved by the mean values of the questionnaire. Element number 4, 5, 6 and 7 are categorized as “Good” since the mean values (\bar{x}) were $3.40 < (\bar{x}) < 4.19$ while element number 1, 2, 3, 8 and 9 are described as “Very Good”. The table below presents the descriptive statistics of Unit 2.

Table 14: **The Descriptive Statistic of Content Expert Validation on the Appropriateness of Unit 2**

No.	Element	n	Mean	Explanation
The Appropriateness of the Content				
1.	The appropriateness with Standard of Competences and Basic Competences	14	4.67	Very Good
2.	The materials supporting the learning	13	4.33	Very Good
The Appropriateness of the Language				
3.	The appropriateness with the level of student development	13	4.33	Very Good
4.	Communicative	4	4	Good
5.	Accuracy	4	4	Good
6.	Cohesive and coherence	8	4	Good
The Appropriateness of the Presentation				
7.	Technique of presentation	8	4	Good
8.	Learning presentation	13	4.33	Very Good
9.	Supporting presentation technique	15	5	Very Good

c) Validation of Unit 3

Unit 3 is appropriate. This is supported by the mean values (\bar{x}) in Table 15. It shows that the mean values are 4 to 5. According to Suharto (2006: 52), the mean value (\bar{x}) of $4.20 < (\bar{x}) < 5.00$ is categorized into ‘Very Good’, and $3.40 < (\bar{x}) < 4.19$ is categorized into ‘Good’. It means that the expert agrees that the unit is appropriate for grade eight students.

Table 15: **The Descriptive Statistic of Content Expert Validation on the Appropriateness of Unit 3**

No.	Element	n	Mean	Explanation
The Appropriateness of the Content				
1.	The appropriateness with Standard of Competences and Basic Competences	14	4.67	Very Good
2.	The materials supporting the learning	13	4.33	Very Good
The Appropriateness of the Language				
3.	The appropriateness with the level of student development	13	4.33	Very Good
4.	Communicative	4	4	Good
5.	Accuracy	4	4	Good
6.	Cohesive and coherence	8	4	Good
The Appropriateness of the Presentation				
7.	Technique of presentation	8	4	Good
8.	Learning presentation	13	4.33	Very Good
9.	Supporting presentation technique	15	5	Very Good

b. The Review from Media Expert

1) Evaluation

The media expert gives some suggestions related to elements of multimedia. The first element is picture. A picture should be added to the blank page in the main menu. The second is audio. Two problems are found related to this element; overlapping audio and the loudness level of the audio. The last is navigation. The colour of Drag and Drop buttons should be changed to make them different with the colour of the boxes. Previous and Next button that link to the other tasks should also be added. Table 13 explains the evaluation from the media expert.

Table 16: **The Evaluation from the Media Expert**

Element	Evaluation	Revision
Picture	The page on the main menu is blank.	adding a picture

Audio	In some tasks, the audio is overlap.	editing the ActionScript
	The loudness of the audio is inconsistent.	levelling the wave of audio
Navigation	The colour of options on Drag and Drop buttons are the same with the boxes.	changing the colour.
	There is no Previous and Next button.	adding the buttons

2) Validation

Scores and feedback about the media are also obtained from a questionnaire filled by the media expert. The scores and the feedback are used to develop the final draft of multimedia and decide whether the multimedia is already appropriate or not. Multimedia is appropriate when the data of the mean values (\bar{x}) show that they are Very Good, Good or Fair. The table below describe the descriptive statistic of media expert validation.

Table 17: **The Descriptive Statistic of Media Expert Validation on the Appropriateness of Multimedia**

No.	Element	n	Mean	Explanation
Interface				
1.	General display	41	4.55	Very Good
2.	Text	32	4.57	Very Good
3.	Audio	11	3.66	Good
4.	Animation and picture	22	4.4	Very Good
Navigation				
5.	Functions of the buttons	14	4.66	Vey Good
6.	Completeness of the buttons	5	5	Very Good


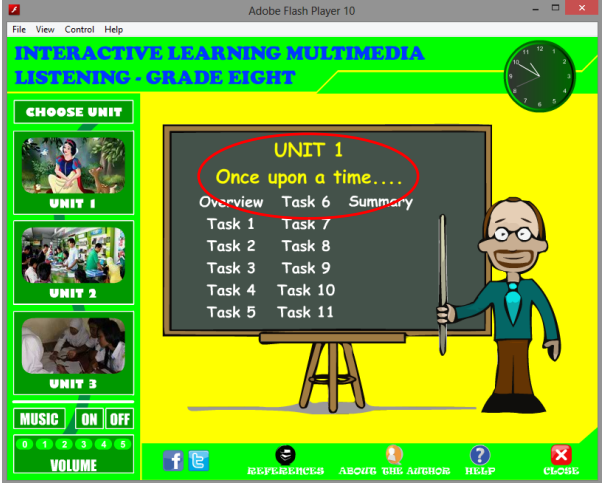
The table above shows that the multimedia is appropriate for grade eight students. It shows that the smallest mean is 4.4 (Good) and the biggest mean is 5



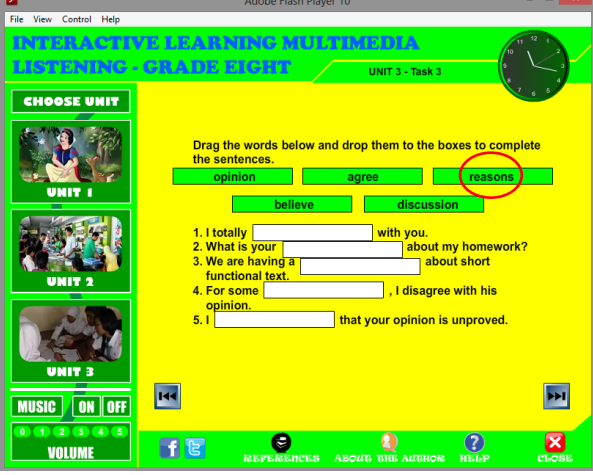
(Very Good). The multimedia is appropriate when the mean value (\bar{x}) $2.59 < (\bar{x}) < 5.00$ (Suharto, 2006: 52)

7. The Final Draft of the Interactive Multimedia

After the first product is reviewed by content and media experts, the final product is developed. It is developed based on the questionnaires distributed to the experts. The final draft of the multimedia can be seen in Appendix F. Below is the table presenting several revisions of the multimedia.

Table 18: The Revised Version of Interactive Multimedia

No.	Print Screen of Multimedia	Revision
1.		A picture is added to the main menu.
2.		The Unit Title is revised.

3.		<ul style="list-style-type: none"> - The title in question 4 is capitalized. - The Previous and Next button are added. - The colour of Drag and Drop Buttons is changed.
4.		<p>On the instruction, “and” is replaced by “then”.</p>
5.		<p>The word “reason” is pluralized.</p>

B. Discussion

SMP N 5 Depok is a school with many facilities which can be used to support the use of technology in classroom. However, those facilities are rarely used for teaching English. The multimedia provided by the school to support teaching and learning process is also limited. Considering the facts above, interactive learning multimedia which is appropriate with the learners' need and learning needs is developed.

Needs analysis is conducted to obtain the data about target needs, learning needs and the media. The results of the needs analysis are used as the base to develop the materials. Standard of competences and basic competences are also considered in developing the materials. From the needs analysis, it can be inferred that students learn listening skill to understand meaning of functional spoken text and simple short monolog in the form of narrative and recount text. The difficulty they have when learning listening skill is to understand the content of English dialog or monolog.

It is also found that students want to study listening through dialog about situational conversation and monolog about fairy tales, legends, etc. with less than 3 minutes in length. The topics of dialog or monolog that the students want are school life and 'science and technology'. Students want to learn listening through activity of answering questions and answering True/ False questions. In term of setting, they want to learn listening individually. During the teaching and learning process, they want to be listeners. Additionally, they expect the teacher to explain the steps to do the tasks and the goal of the tasks. They also expect the teacher to

replay the recording, give other examples related to the dialog or monolog, and explain the meaning of certain words or expressions in the dialog or monolog when they have difficulties in doing the tasks.

In terms of multimedia, students want the same background on every pages of multimedia. Arial with 12 to 14 in size is the kind of font which the students liked the most. The colour of the font should be different for important information according to students' preference. The use of pictures and backsound in multimedia is sometimes needed to make it more attractive.

Based on the findings above, three units of multimedia are developed. Unit 1 consists of 11 tasks while Unit 2 and 3 has 10 tasks. The tasks are graded and sequenced using Nunan's (2004: 31-35) pedagogical sequence for introducing tasks and psycholinguistic processing approach that sequences tasks according to simple to complex tasks. The tasks are graded and sequenced by considering the input complexity. Each unit consists of introduction, main part and summary. The introduction has of an overview and indicators of the unit. The main part consists of tasks which are divided into Pre-Task Phase, Task Cycle and Language Focus (Willis, 1996: 39-116). The summary is also provided at the end of every unit to give students brief explanation about what they already learn. Each task is organized from six components of task as proposed by Nunan (2004: 41-70). The components are goal, input, procedure, setting, learner role and teacher role.

The research findings shows that the materials are well-designed. It can be seen from the mean value of each item of questionnaire of experts judgement on the effectiveness of the materials. The range of the mean value from the

content expert is 4 to 4.67 for Unit 1, 4 to 5 for Unit 2, and 4 to 5 for Unit 3. The range of the mean value obtained from the media expert is 3.66 to 5. Based on the quantitative data conversion by Suharto (2006: 52), those ranges are in the Good and Very Good categories.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and the suggestions to other parties.

A. Conclusions

This part consists of target needs, learning needs, media and appropriate interactive listening learning multimedia for grade eight students of SMP N 5 Depok.

1. Target Needs

It is discovered that grade eight students of SMP N 5 Depok learn listening skill to understand meaning of functional spoken text and simple short monolog in the form of narrative and recount text. They learn listening skill to understand meaning of transactional and interpersonal conversation. Most of them believe that listening was difficult as it is hard to understand the content of English dialog or monolog.

2. Learning Needs

The students want to study listening through dialog about school life and ‘science and technology’ and monolog about fairy tales, legends, etc. with 2 minutes in length. During the teaching and learning process, they prefer to be

listeners and expect the teacher to explain the steps to do the tasks and the goal of the tasks.

3. Media

In terms of media, they want the same background on every pages of multimedia and Arial font with 12 to 14 in size. They also prefer to use pictures and backsound in the media.

4. Appropriate Interactive Listening Learning Multimedia Grade Eight Students of SMP N 5 Depok

Effective interactive learning multimedia for listening materials had the introduction, the main part and the summary. The introduction consists of an overview and indicators of the unit. The main part consists of tasks which are divided into Pre-Task Phase, Task Cycle and Language Focus. In Pre-Task Phase, students learn the topic and vocabularies used in the unit. Task Cycle provides the students with tasks to practice the target language. The Language Focus lets the students learn specific features of the text. The summary gives students brief explanation about what they already learned.

B. Suggestions

1. To English Teachers

Since there are still limited interactive learning multimedia for English materials that are appropriate with students' needs, English teachers of junior high school should try to develop it. In developing interactive multimedia, the theory of

materials development and interactive learning multimedia should be considered. Moreover, research findings about effective interactive learning multimedia for teaching English should be referred.

2. To Other Researchers

This research only focuses on developing interactive listening learning multimedia for grade eight students of SMP N 5 Depok, Sleman. Since there are still other English skills, other researchers are expected to be able to develop interactive learning multimedia for other English skills.

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APPENDICES





APPENDIX A

The Research Instruments

SCHOOL OBSERVATION FORM**The Materials, Media and Facilities
in SMP Negeri 5 Depok Sleman**

No.	Place	Materials/ Media/ Facilities	Explanation
1			
2			
3			

INTERVIEW GUIDE

1. *Bagaimana kemampuan listening siswa kelas delapan?*
(What is the students' listening ability?)
2. *Kesulitan apa yang biasa mereka temui pada saat pembelajaran listening?*
(What is the difficulty that they have?)
3. *Pada saat pembelajaran listening, murid biasanya berperan sebagai apa?*
(What role do the students play during the teaching and learning process of listening?)
4. *Apa yang Bapak lakukan ketika mengajar listening?*
(What do you do when teaching listening?)
5. *Apa tindakan Bapak ketika siswa mengalami kesulitan ketika mengerjakan tugas?*
(What do you do when students have difficulties?)
6. *Materi apa saja yang bapak gunakan ketika di dalam kelas, lab. bahasa dan lab. komputer?*
(What kind of materials do you usually use in the classroom, language laboratory and computer laboratory?)
7. *Durasi recording yang diputar biasanya berapa menit?*
(How long is the recording you usually play?)
8. *Topik tentang apa saja yang disukai siswa kelas delapan?*
(What topics do the students like the most?)

**Analisis Kebutuhan Siswa Akan Pembelajaran Mendengarkan
Melalui Interactive Learning Multimedia
di SMP N 5 Depok Sleman**

Nama (boleh tidak diisi) :
Kelas :
Jenis Kelamin : L/P
Usia :

Jawablah pertanyaan di bawah ini sesuai dengan keadaan Anda yang sebenarnya dengan memberi tanda centang (✓) pada pilihan jawaban yang tersedia. Anda dapat memilih jawaban lebih dari 1 pada butir yang memiliki tanda bintang (*).

1. Apa yang ingin anda pelajari pada pelajaran *listening* Bahasa Inggris?
 - ☐ Memahami makna dalam percakapan *transactional* dan *interpersonal* (misalnya meminta, memberi, menolak barang, meminta dan memberi pendapat)
 - ☐ Merespon makna dalam percakapan *transactional* dan *interpersonal* (misalnya meminta, memberi, menolak barang, meminta dan memberi pendapat)
 - ☐ Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar
 - ☐ Merespon makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar
 - ☐ Lain-lain, (sebutkan)
2. Bagaimanakah kemampuan Anda dalam mendengarkan dialog/monolog Bahasa Inggris?
 - ☐ Sangat kurang
 - ☐ Kurang
 - ☐ Baik
 - ☐ Sangat baik
3. Menurut pendapat Anda, seberapa sulitkah memahami atau merespon dialog/monolog Bahasa Inggris?
 - ☐ Sangat sulit
 - ☐ Sulit
 - ☐ Mudah
 - ☐ Sangat mudah

4. Kesulitan apa yang Anda temui ketika mendengarkan dialog/monolog Bahasa Inggris?*
- ☐ Memahami isi dari dialog/monolog tersebut
 - ☐ Memahami kata-kata atau ungkapan-ungkapan yang ada dalam dialog/monolog tersebut
 - ☐ Memahami pelafalan yang benar mengenai suatu kata atau ungkapan tertentu
 - ☐ Memahami grammar yang digunakan pada dialog/monolog tersebut
 - ☐ Lain-lain, (sebutkan)
5. Apa tujuan Anda mempelajari bahan ajar dan melaksanakan aktivitas pembelajaran mendengarkan (*listening*)?*
- ☐ Untuk meningkatkan kemampuan tata bahasa (*grammar*)
 - ☐ Untuk memperkaya kosa kata (*vocabulary*)
 - ☐ Untuk meningkatkan kemampuan pengucapan (*pronunciation*)
 - ☐ Untuk dapat memahami dialog/monolog Bahasa Inggris dengan baik
 - ☐ Untuk dapat merespon dialog/monolog Bahasa Inggris dengan baik
 - ☐ Lain-lain, (sebutkan)
6. Bentuk dialog/monolog seperti apa yang Anda inginkan dalam pembelajaran *listening*?*
- ☐ Dialog/monolog tentang percakapan situasional (di stasiun, di pusat perbelanjaan, dll)
 - ☐ Dialog/monolog tentang cerita rakyat, dongeng, dan atau legenda
 - ☐ Dialog/monolog dari film box office, documenter, dan atau televisi
 - ☐ Dialog/monolog tentang berita dari radio, televisi, dan atau internet
 - ☐ Lain-lain, (sebutkan)
7. Berapa lama rekaman dialog/monolog yang Anda inginkan pada saat pembelajaran *listening*?
- ☐ < 2 menit
 - ☐ 2 menit
 - ☐ 3 menit
 - ☐ 4 menit
 - ☐ 5 menit
 - ☐ > 5 menit
 - ☐ Lain-lain, (sebutkan)
8. Topik pembelajaran seperti apa yang Anda inginkan dalam pembelajaran *listening*?*
- ☐ Topik yang berhubungan dengan kehidupan siswa di sekolah seperti prestasi siswa, kegiatan sekolah, dll.
 - ☐ Topik yang berhubungan dengan lingkungan seperti global warming, pengolahan sampah, bencana alam, dll.

- ☐ Topik yang berhubungan dengan ilmu pengetahuan dan teknologi seperti robot, internet, energi ramah lingkungan, dll.
 - ☐ Topik yang berhubungan dengan kesehatan seperti bahaya merokok, bahaya narkoba, pentingnya berolahraga, dll.
 - ☐ Lain-lain, (sebutkan)
9. Tugas apa sajakah yang Anda inginkan untuk aktifitas pembelajaran *listening*?*
- ☐ Mendengarkan dialog/monolog dan melengkapi dialog atau teks rumpang (*missing words*)
 - ☐ Mendengarkan dialog/monolog dan menjawab pertanyaan
 - ☐ Mendengarkan dialog/monolog dan menjawab True/False questions
 - ☐ Mendengarkan dialog/monolog dan menulis atau mengidentifikasi ungkapan-ungkapan yang terdapat pada dialog tersebut
 - ☐ Mendengarkan dialog/monolog dan membuat intisari dari dialog/monolog tersebut
 - ☐ Mendengarkan dialog/monolog dan merespon dialog/monolog tersebut secara lisan maupun tertulis
 - ☐ Mendengarkan dialog/monolog dan melengkapi informasi pada tabel dan diagram
 - ☐ Lain-lain, (sebutkan)
10. Pada saat belajar *listening*, Anda lebih suka mengerjakan tugas dengan cara apa?
- ☐ Individu
 - ☐ Berpasangan
 - ☐ Berkelompok
 - ☐ Variasi antara individu, berpasangan, dan berkelompok
11. Pada saat pembelajaran *listening*, Anda ingin berperan sebagai apa?
- ☐ Pendengar
 - ☐ Pembicara (*performer*)
 - ☐ Murid juga memberikan saran untuk guru dalam pembelajaran *listening*
 - ☐ Lain-lain, (sebutkan)
12. Ketika diminta untuk mendengarkan dialog/monolog dan mengerjakan tugas, bantuan apa yang Anda harapkan dari guru?*
- ☐ Menjelaskan langkah-langkah yang harus dilakukan
 - ☐ Menjelaskan tujuan dari aktivitas yang harus dilakukan
 - ☐ Memberi contoh bagaimana aktivitas tersebut akan dilakukan
 - ☐ Lain-lain, (sebutkan)

13. Apa yang Anda inginkan dari guru ketika Anda mengalami kesulitan dalam memahami isi dialog/monolog atau mengerjakan tugas dalam pembelajaran *listening*?*
- ☐ Memutar kembali rekaman dan memberikan contoh lain yang berhubungan dengan dialog/monolog tersebut
 - ☐ Menjeaskan arti dari kosa kata atau ungkapan yang terdapat pada dialog/monolog
 - ☐ Mengadakan diskusi dengan siswa tentang kesulitan-kesulitan yang dihadapi
 - ☐ Lain-lain, (sebutkan)
14. Tampilan latar (*background*) seperti apa yang Anda inginkan pada multimedia interaktif?
- ☐ Latar yang sama pada setiap halaman
 - ☐ Latar yang berbeda pada setiap halaman
 - ☐ Variasi dua latar
 - ☐ Variasi empat latar
 - ☐ Lain-lain, (sebutkan)
15. Berapa ukuran huruf yang Anda inginkan pada suatu multimedia interaktif?
- ☐ Ukuran 12 sampai 14
 - ☐ Ukuran 15 sampai 17
 - ☐ Ukuran 18 sampai 20
 - ☐ Lain-lain, (sebutkan)
16. Jenis huruf apa yang sebaiknya digunakan pada multimedia interaktif?
- ☐ **Comic Sans MS**
 - ☐ Times New Roman
 - ☐ Arial
 - ☐ Century
 - ☐ Lain-lain, (sebutkan)
17. Tampilan warna huruf seperti apa yang sebaiknya digunakan pada multimedia interaktif?
- ☐ Warna yang sama
 - ☐ Warna yang berbeda untuk informasi-informasi yang penting
 - ☐ Warna kontras dengan warna latar
 - ☐ Lain-lain, (sebutkan)
18. Menurut Anda perlukah adanya tampilan gambar-gambar yang mendukung pemahaman terhadap materi pada multimedia interaktif?
- ☐ Tidak perlu
 - ☐ Kadang-kadang perlu
 - ☐ Sangat perlu

19. Menurut Anda, perlukah adanya suara latar (*backsound*) pada multimedia interaktif?

- ☐ Tidak perlu
- ☐ Kadang-kadang perlu
- ☐ Sangat perlu

Lembar Evaluasi Multimedia Interaktif Pembelajaran Bahasa Inggris
Unit 1 Once upon a time....
 (untuk Ahli Materi)

Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Interactive Learning Multimedia for Listening for Grade Eight Students of SMP N 5 Depok Sleman, Yogyakarta* yang saya kembangkan. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas media yang saya kembangkan. Atas kesediaan Bapak/Ibu, saya sampaikan terimakasih.

Petunjuk Pengisian

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan multimedia pembelajaran Bahasa Inggris yang telah dikembangkan. Bapak/Ibu dimohon untuk memberikan penilaian atas setiap butir dengan memberikan tanda *check* (✓) berdasarkan skala penilaian berikut.

Keterangan:

- SS = Sangat Setuju/Sangat Sesuai
 S = Setuju/Sesuai
 KS = Kurang Setuju/Sesuai
 TS = Tidak Setuju/Tidak Sesuai
 STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

I. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
A. Kesesuaian Uraian Materi dengan SK dan KD							
1	Materi yang dikembangkan sesuai dengan SK dan KD.						
2	Multimedia menyajikan cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.						
3	Materi mencakup fungsi sosial, unsur dan struktur makna, dan fitur linguistik.						
	Saran:						
B. Materi Pendukung Pembelajaran							
4	Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks relevan dengan topik yang dibahas.						

5	Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang terbaru tentang topik yang dibahas.						
6	Teks dan tindak komunikatif menjadikan peserta didik mengembangkan kecakapan hidup.						
	Saran:						

II. KOMPONEN KELAYAKAN BAHASA

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik							
1	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.						
2	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.						
3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.						
	Saran:						
B. Komunikatif							
4	Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.						
	Saran:						
C. Akurasi							
5	Pesan disajikan sesuai kaidah Bahasa Inggris.						
	Saran:						

D. Keruntutan dan Kesatuan Gagasan							
6	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat mencerminkan keruntutan penyampaian makna.						
7	Pesan atau materi yang disajikan mencerminkan keterkaitan makna antar bagian/bab/subbab/paragraf/kalimat.						
	Saran:						

III. KOMPONEN KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
A. Teknik Penyajian							
1	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.						
2	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang.						
	Saran:						
B. Penyajian Pembelajaran							
3	Penyajian materi dan tugas mendorong siswa untuk lebih mandiri.						
4	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.						
5	Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar.						

	Saran:					
C. Pendukung Teknik Penyajian						
6	Materi memiliki bagian pendahuluan (<i>overview</i>).					
7	Materi memiliki bagian isi (<i>pre-task, task cycle, dan language focus</i>).					
8	Materi memiliki bagian penyudah (rangkuman).					
	Saran:					

Saran dan kritik terhadap materi yang telah dikembangkan:

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang saya kembangkan?

2. Apa saja kekurangan yang terdapat dalam materi yang saya kembangkan?

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,2013
Ahli Materi,

Lembar Evaluasi Multimedia Interaktif Pembelajaran Bahasa Inggris
Unit 2 Can you give me...?
 (untuk Ahli Materi)

Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Interactive Learning Multimedia for Listening for Grade Eight Students of SMP N 5 Depok Sleman, Yogyakarta* yang saya kembangkan. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas media yang saya kembangkan. Atas kesediaan Bapak/Ibu, saya sampaikan terimakasih.

Petunjuk Pengisian

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan multimedia pembelajaran Bahasa Inggris yang telah dikembangkan. Bapak/Ibu dimohon untuk memberikan penilaian atas setiap butir dengan memberikan tanda *check* (✓) berdasarkan skala penilaian berikut.

Keterangan:

- SS = Sangat Setuju/Sangat Sesuai
 S = Setuju/Sesuai
 KS = Kurang Setuju/Sesuai
 TS = Tidak Setuju/Tidak Sesuai
 STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

IV. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
C. Kesesuaian Uraian Materi dengan SK dan KD							
1	Materi yang dikembangkan sesuai dengan SK dan KD.						
2	Multimedia menyajikan cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.						
3	Materi mencakup fungsi sosial, unsur dan struktur makna, dan fitur linguistik.						
	Saran:						
D. Materi Pendukung Pembelajaran							
4	Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks relevan dengan topik yang dibahas.						

H. Keruntutan dan Kesatuan Gagasan							
6	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat mencerminkan keruntutan penyampaian makna.						
7	Pesan atau materi yang disajikan mencerminkan keterkaitan makna antar bagian/bab/subbab/paragraf/kalimat.						
	Saran:						

VI. KOMPONEN KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
D. Teknik Penyajian							
1	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.						
2	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang.						
	Saran:						
E. Penyajian Pembelajaran							
3	Penyajian materi dan tugas mendorong siswa untuk lebih mandiri.						
4	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.						
5	Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar.						

	Saran:						
F. Pendukung Teknik Penyajian							
6	Materi memiliki bagian pendahuluan (<i>overview</i>).						
7	Materi memiliki bagian isi (<i>pre-task, task cycle, dan language focus</i>).						
8	Materi memiliki bagian penyudah (rangkuman).						
	Saran:						

Saran dan kritik terhadap materi yang telah dikembangkan:

4. Bagaimana pendapat Bapak/Ibu mengenai materi yang saya kembangkan?

5. Apa saja kekurangan yang terdapat dalam materi yang saya kembangkan?

6. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,2013
Ahli Materi,

Lembar Evaluasi Multimedia Interaktif Pembelajaran Bahasa Inggris
Unit 3 What do you think about...?
 (untuk Ahli Materi)

Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Interactive Learning Multimedia for Listening for Grade Eight Students of SMP N 5 Depok Sleman, Yogyakarta* yang saya kembangkan. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas media yang saya kembangkan. Atas kesediaan Bapak/Ibu, saya sampaikan terimakasih.

Petunjuk Pengisian

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan multimedia pembelajaran Bahasa Inggris yang telah dikembangkan. Bapak/Ibu dimohon untuk memberikan penilaian atas setiap butir dengan memberikan tanda *check* (✓) berdasarkan skala penilaian berikut.

Keterangan:

- SS = Sangat Setuju/Sangat Sesuai
 S = Setuju/Sesuai
 KS = Kurang Setuju/Sesuai
 TS = Tidak Setuju/Tidak Sesuai
 STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

VII.KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
E. Kesesuaian Uraian Materi dengan SK dan KD							
1	Materi yang dikembangkan sesuai dengan SK dan KD.						
2	Multimedia menyajikan cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.						
3	Materi mencakup fungsi sosial, unsur dan struktur makna, dan fitur linguistik.						
	Saran:						
F. Materi Pendukung Pembelajaran							
4	Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks relevan dengan topik yang dibahas.						

5	Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang terbaru tentang topik yang dibahas.						
6	Teks dan tindak komunikatif menjadikan peserta didik mengembangkan kecakapan hidup.						
	Saran:						

VIII. KOMPONEN KELAYAKAN BAHASA

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
I. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik							
1	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.						
2	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.						
3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.						
	Saran:						
J. Komunikatif							
4	Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.						
	Saran:						
K. Akurasi							
5	Pesan disajikan sesuai kaidah Bahasa Inggris.						
	Saran:						

L. Keruntutan dan Kesatuan Gagasan							
6	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat mencerminkan keruntutan penyampaian makna.						
7	Pesan atau materi yang disajikan mencerminkan keterkaitan makna antar bagian/bab/subbab/paragraf/kalimat.						
	Saran:						

IX. KOMPONEN KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
G. Teknik Penyajian							
1	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.						
2	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang.						
	Saran:						
H. Penyajian Pembelajaran							
3	Penyajian materi dan tugas mendorong siswa untuk lebih mandiri.						
4	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.						
5	Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar.						

	Saran:						
I. Pendukung Teknik Penyajian							
6	Materi memiliki bagian pendahuluan (<i>overview</i>).						
7	Materi memiliki bagian isi (<i>pre-task, task cycle, dan language focus</i>).						
8	Materi memiliki bagian penyudah (rangkuman).						
	Saran:						

Saran dan kritik terhadap materi yang telah dikembangkan:

7. Bagaimana pendapat Bapak/Ibu mengenai materi yang saya kembangkan?

8. Apa saja kekurangan yang terdapat dalam materi yang saya kembangkan?

9. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,2013
Ahli Materi,

Lembar Evaluasi Multimedia Interaktif Pembelajaran Bahasa Inggris
(untuk Ahli Media)

Pengantar

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Petunjuk Pengisian

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan multimedia pembelajaran Bahasa Inggris yang telah dikembangkan. Bapak/Ibu dimohon untuk memberikan penilaian atas setiap butir dengan memberikan tanda *check* (✓) berdasarkan skala penilaian berikut.

Keterangan:

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STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

I. ANTARMUKA (INTERFACE)

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
A. Tampilan Umum							
1	Resolusi multimedia sesuai dengan resolusi monitor.						
2	Penempatan gambar, animasi dan teks tidak melebihi print area dari monitor.						
3	Penampilan unsur tata letak secara harmonis memiliki memiliki irama dan kesatuan (<i>unity</i>).						
4	Penempatan unsur tata letak konsisten berdasarkan pola.						
5	Komposisi dan ukuran unsur tata letak (judul, ilustrasi, tombol, dll.), proposional, seimbang dan seirama dengan tata letak isi.						
6	Media menampilkan pusat pandang (<i>center point</i>) yang baik.						
7	Warna unsur tata letak harmonis dan memperjelas fungsi.						

8	Bentuk, warna, ukuran, dan proporsi obyek sesuai realita.						
9	Perpindahan dan pergerakan multimedia halus.						
	Saran:						
B. Teks							
10	Tidak menggunakan terlalu banyak kombinasi jenis huruf.						
11	Jenis huruf yang digunakan pada teks mudah untuk dibaca.						
12	Jenis huruf sesuai dengan isi buku dan tidak menggunakan huruf hias berlebihan.						
13	Ukuran huruf yang digunakan tidak terlalu kecil dan tidak terlalu besar.						
14	Spasi yang digunakan tidak terlalu dekat dan tidak terlalu jauh.						
15	Teks ditata dengan rapi dan tidak bertumpukan.						
16	Pemisahan antar paragraf jelas						
	Saran:						
C. Audio							
17	Audio yang digunakan dapat didengar dengan jelas.						
18	Volume audio tidak terlalu besar dan tidak terlalu kecil.						
19	Audio yang digunakan sesuai dengan isi materi.						
	Saran:						
D. Gambar dan Animasi							
20	Gambar yang digunakan sesuai dengan materi.						
21	Penataan gambar teratur dan rapi.						
22	Penataan gambar tidak bertumpukan.						
23	Animasi berjalan dengan baik.						
24	Animasi yang digunakan sesuai dengan materi.						
	Saran:						

II. NAVIGASI

No.	Pernyataan	SS	S	KS	TS	STS	Komentar
28	Fungsi tombol dapat diketahui dengan mudah.						
29	Tombol berfungsi dengan baik.						
30	Warna atau bentuk tombol berubah ketika disorot atau ditekan.						
31	Terdapat tombol untuk berpindah ke frame atau scene tertentu.						
	Saran:						

Saran dan kritik terhadap media yang telah dikembangkan:

1. Bagaimana pendapat Bapak/Ibu mengenai media yang saya kembangkan?

2. Apa saja kekurangan yang terdapat dalam media yang saya kembangkan?

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,.....2013
Ahli Media,



APPENDIX B

The Research Data

SCHOOL OBSERVATION FORM

The Materials, Media and Facilities in SMP Negeri 5 Depok Sleman

No.	Place	Materials/ Media/ Facilities	Explanation
1	Classroom	<ul style="list-style-type: none"> - textbooks (BSE and other publisher) - worksheets 	All of them are already appropriate.
2	Language Laboratory	<ul style="list-style-type: none"> - recorded materials (CDs, cassettes and computer files) - video 	The recorded materials are available but most of them are not appropriate since they are about TOEFL and general English. The video is not available.
3	Computer Laboratory	<ul style="list-style-type: none"> - interactive learning multimedia - web-based learning materials 	The multimedia is available but it is not specific for teaching each skill. The web-based learning materials are not available.

INTERVIEW RESULTS

R = Researcher

T = Teacher

- R: *Bagaimana kemampuan listening siswa kelas delapan?*
(What is the students' listening ability?)
- T: *Kemampuan listening mereka masih kurang mas. Kalau memutar recording tidak cukup satu atau dua kali, bahkan kadang haru diulang sampai lima kali.*
(Their listening ability is poor. Sometimes I play the recording five times.)
- R: *Kesulitan apa yang biasa mereka temui pada saat pembelajaran listening?*
(What is the difficulty that they have?)
- T: *Biasanya banyak kosa-kata yang tidak mereka pahami.*
(Usually, they have a difficulty in understanding the meaning of some vocabularies.)
- R: *Pada saat pembelajaran listening, murid biasanya berperan sebagai apa?*
(What role do the students play during the teaching and learning process of listening?)
- T: *Biasanya ya Cuma mendengarkan terus menjawab pertanyaan, mas.*
(They usually listen to the recording and answer the questions.)
- R: *Apa yang Bapak lakukan ketika mengajar listening?*
(What do you do when teaching listening?)
- T: *Biasanya cuma memutar rekaman dan mengecek pekerjaan siswa.*
(I play the recording and check students' work.)
- R: *Apa tindakan Bapak ketika siswa mengalami kesulitan ketika mengerjakan tugas?*
(What do you do when students have difficulties?)
- T: *Biasanya saya memutar lagi rekamannya dan memberikan sedikit petunjuk tentang isi dari rekaman tersebut.*
(I replay the recording and give some clues about the recording.)
- R: *Durasi recording yang diputar biasanya berapa menit?*
(How long is the recording you usually play?)
- T: *Tergantung recordingnya, kalau dialo biasanya cuma sekitar 2 menit tapi kalau monolog seperti narrative ya jelas lebih lama.*
(It depends on the type of the recording. It usually takes about two minutes for dialog and it can be longer for monolog.)

DATA OF NEEDS ANALYSIS QUESTIONNAIRE

Aspect	Question	Item	n	%
Necessities	The students need to learn listening skill	a. to understand meaning of transactional and interpersonal conversation	10	31.2%
		b. to respond meaning of transactional and interpersonal conversation	4	12.5%
		c. to understand meaning of functional spoken text and simple short monolog in the form of narrative and recount text	14	43.7%
		d. to respond meaning of functional spoken text and simple short monolog in the form of narrative and recount text	4	12.5%
		e. others	0	0
Lacks	The students' ability to listen to English dialog or monolog is....	a. very poor	5	20.8%
		b. poor	15	62.5%
		c. good	4	16.6%
		d. very good	0	0
	The students' opinion about the difficulty to understand and respond to English dialog and monolog	a. very difficult	4	16.6%
		b. difficult	16	66.6%
		c. easy	4	16.6%
		d. very easy	0	0
	Difficulty students face when listen to English dialog or monolog is	a. to understand the content of the dialog or monolog	18	39.1%
		b. to understand vocabularies and expressions in the dialog or monolog	16	34.7%

		c. to understand the correct pronunciation of certain words or expressions	10	21.7%
		d. to understand grammar used in the dialog or monolog	2	4.3%
		e. others	0	0
Wants	The students learn listening skill	a. to improve understanding of English grammar	4	2.24%
		b. to enrich vocabulary	8	14.2%
		c. to improve pronunciation	10	17.8%
		d. to understand English dialog/ monolog better	20	31.2%
		e. to be able to respond to the English dialog/ monolog better	14	21.8%
		f. others	0	0
Input	Dialog and monolog desired in learning listening is	a. dialog and monolog about situational conversation	20	45.4%
		b. monolog about fairy tales, legends, etc.	14	31.8%
		c. dialog/ monolog taken from movies	6	13.6%
		d. dialog/ monolog taken from TV, internet and radio	4	9.1%
		e. others	0	0
	Length of dialog and monolog is	a. < 2 minutes	8	33.3%
		b. 2 minutes	8	33.3%
		c. 3 minutes	2	8.3%
		d. 4 minutes	2	8.3%
		e. 5 minutes	4	16.7%
		f. > 5 minutes	0	0
		g. others	0	0
	The topic of the dialog and monolog is	a. school life	16	44.4%
		b. environment	4	11.1%
		c. science and technology	12	33.3%
		d. health	4	11.1%
		e. others	0	0

Procedures	The type of activity for learning listening is	a. listening to dialog or monolog then completing the text	8	18.1%
		b. listening to dialog or monolog then answering questions	12	27.2%
		c. listening to dialog or monolog then answering True/ False questions	12	27.2%
		d. listening to dialog or monolog then identifying expressions in the dialog or monolog	2	4.5%
		e. listening to dialog or monolog then summarizing them	2	4.5%
		f. listening to dialog or monolog then responding to them in an oral and written form	6	13.6%
		g. listening to dialog or monolog then completing the information in a table and diagram	2	4.5%
		h. others	0	0
Setting	The students learn listening skill	a. individually	16	66.7%
		b. in pairs	4	16.6%
		c. in groups	2	8.33%
		d. variously	2	8.33%
Learner Role	In the learning process, the students prefer to be	a. a listener	20	83.3%
		b. a speaker or performer	2	8.33%
		c. an adviser	2	8.33%
		d. others	0	0
Teacher Role	When doing listening tasks, the students want the teacher to	a. explain the steps to do the tasks	20	41.7%
		b. explain the goal of the activity	16	33.3%
		c. give examples of how to do the tasks	12	25%
		d. others	0	0

	When having a difficulty in understanding dialog/ monolog or in doing the tasks, the students want the teacher to	a. replay the recording and give other examples related to the dialog/ monolog	14	38.9%
		b. explain the meaning of certain words or expressions in the dialog/ monolog	12	33.3%
		c. have a discussion with the students about the difficulties they face	10	27.7%
		d. others	0	0
Multimedia	The background of multimedia that the students want is	a. the same background on every pages.	14	58.3%
		b. different background on every pages.	6	25%
		c. a variation of two backgrounds	2	8.33%
		d. a variation of four backgrounds	2	8.33%
		e. others	0	0
	The font size used in multimedia is	a. 12 to 14	18	75%
		b. 15 to 17	4	16.6%
		c. 18 to 20	2	8.33%
		d. others	0	0
	Type of font used in multimedia is	a. Comic San MS	5	20.8%
		b. Times New Roman	2	8.33%
		c. Arial	15	62.5%
		d. Century	2	8.33%
		e. others	0	0
	The colour of the font is	a. the same	10	41.6%
		b. different for important information	11	45.8%
		c. contrast colour with the background	3	12.5%
		d. other	0	0
	The use of pictures to support the materials is	a. not needed	2	8.33%
		b. sometimes needed	2	8.33%
		c. needed	20	83.3%

	The use of backsound in multimedia is	a. not needed	4	16.6%
		b. sometimes needed	18	75%
		c. needed	2	8.33%

DATA OF CONTENT EXPERT QUESTIONNAIRE

UNIT 1

No.	Element	n	Mean	Explanation
The Appropriateness of the Content				
1.	The appropriateness with Standard of Competences and Basic Competences	14	4.67	Very Good
2.	The materials supporting the learning	13	4.33	Very Good
The Appropriateness of the Language				
3.	The appropriateness with the level of student development	13	4.33	Very Good
4.	Communicative	4	4	Good
5.	Accuracy	4	4	Good
6.	Cohesive and coherence	8	4	Good
The Appropriateness of the Presentation				
7.	Technique of presentation	9	4.5	Very Good
8.	Learning presentation	14	4.67	Very Good
9.	Supporting presentation technique	13	4.33	Good

UNIT 2

No.	Element	n	Mean	Explanation
The Appropriateness of the Content				
1.	The appropriateness with Standard of Competences and Basic Competences	14	4.67	Very Good
2.	The materials supporting the learning	13	4.33	Very Good
The Appropriateness of the Language				
3.	The appropriateness with the level of student development	13	4.33	Very Good
4.	Communicative	4	4	Good
5.	Accuracy	4	4	Good
6.	Cohesive and coherence	8	4	Good
The Appropriateness of the Presentation				
7.	Technique of presentation	8	4	Good
8.	Learning presentation	13	4.33	Very Good
9.	Supporting presentation technique	15	5	Very Good

UNIT 3

No.	Element	n	Mean	Explanation
The Appropriateness of the Content				
1.	The appropriateness with Standard of Competences and Basic Competences	14	4.67	Very Good
2.	The materials supporting the learning	13	4.33	Very Good
The Appropriateness of the Language				
3.	The appropriateness with the level of student development	13	4.33	Very Good
4.	Communicative	4	4	Good
5.	Accuracy	4	4	Good
6.	Cohesive and coherence	8	4	Good
The Appropriateness of the Presentation				
7.	Technique of presentation	8	4	Good
8.	Learning presentation	13	4.33	Very Good
9.	Supporting presentation technique	15	5	Very Good

DATA OF MEDIA EXPERT QUESTIONNAIRE

No.	Element	n	Mean	Explanation
Interface				
1.	General display	41	4.55	Very Good
2.	Text	32	4.57	Very Good
3.	Audio	11	3.66	Good
4.	Animation and picture	22	4.4	Very Good
Navigation				
5.	Functions of the buttons	14	4.66	Vey Good
6.	Completeness of the buttons	5	5	Very Good

SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Lusi Nurhayati, M.App. Ling.
NIP : 19760205 200312 2 001
Institusi : FBS UNY
Bidang Keahlian : Materi

Menyatakan bahwa **Interactive Learning Multimedia for Listening for Grade Eight Students of SMP N 5 Depok Sleman, Yogyakarta** dari mahasiswa:

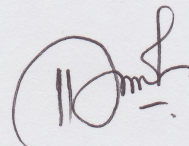
Nama : Muhammad Faiz Iqbal Abdur Ra'uf
NIM : 08202241067

Belum layak/layak/layak dengan syarat* menambahkan beberapa saran berikut.

1. Memperbaiki kesalahan tata bahasa dan tata tulis.
2. Memperbaiki cara pengucapan kata dan kalimat dengan memperhatikan aspek² intonasi, tekanan dll.
3. Menambahkan task yang lebih ~~etc~~ mengukur listening comprehension.

Demikian surat rekomendasi ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator



Lusi Nurhayati, M.App. Ling.

NIP. 19760205 200312 2 001

*coret yang tidak perlu

SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Nur Hidayanto P.S.P, M. Pd.
NIP : 19821122 200604 1 001
Institusi : FBS UNY
Bidang Keahlian : Media

Menyatakan bahwa **Interactive Learning Multimedia for Listening for Grade Eight Students of SMP N 5 Depok Sleman, Yogyakarta** dari mahasiswa:

Nama : Muhammad Faiz Iqbal Abdur Ra'uf
NIM : 08202241067

Belum layak/layak/layak dengan syarat* menambahkan beberapa saran berikut.

- menambahkan gambar pada page main menu.
- memperbaiki audio yang overlap
- memperbaiki tingkat kejelasan suara (audio)
- mengganti warna pada opsi Drag and Drop
- menambahkan tombol 'next' dan 'previous'

Demikian surat rekomendasi ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator



Nur Hidayanto P.S.P, M.Pd.

NIP. 19821122 200604 1 001

*coret yang tidak perlu



APPENDIX C

The Course Grid

Course Grid

Name of the School : SMP Negeri 5 Depok

Class/ Semester : VIII/ 2

Subject : English

Skill : Listening

Standard of Competences :

- Understanding meaning of simple short transactional and interpersonal conversation to interact with the surrounding
- Understanding meaning of functional spoken text and simple short monolog in the form of narrative and recount to interact with the surrounding

Basic Competences :

- Responding meaning of simple short transactional and interpersonal conversation accurately, fluently and acceptably to interact with the surrounding including **asking for, giving, refusing help, asking for, giving, refusing goods, and asking, giving and denying information, asking for, giving, and declining opinions, and offering, accepting, and refusing something**
- Responding meaning of simple short monolog accurately, fluently, and acceptably to interact with the surrounding in the form of **narrative and recount texts**

Unit	Indicators	Unit Title	Topic	Language Function/ Text	Language Focus		Procedures	Input
					Grammar	Vocabulary		
1	<ul style="list-style-type: none"> - Students are able to find specific information from the monologs. - Students are able to state 	Once upon a time....	Fairy tales	Narrative texts - Orientation - Complication - Sequence of events - Coda	Simple Past Tense S+V2	focus on meaning in Narrative Texts - cure - fable - giant - knight	• Pre-Task - Studying the video of the lion and the Mouse and answering questions - Studying the words usually found in Narrative Texts	- BSE - English Grammar in Use by Raymond Murphy - Text Types in English by

	<p>the setting, characters, events, outcome and moral value from the story.</p> <ul style="list-style-type: none"> - Students are able to define the scaffolds of narrative texts. - Students are able to construct sentences of narrative texts using simple past tense 					<ul style="list-style-type: none"> - legend - miracle - moral value - once upon a time - prince - princess - tale - tell 	<ul style="list-style-type: none"> - Choosing word to complete sentences. • Task Cycle - Listening to the story of the Owl and the Nightingale and deciding whether the statement is true or false - Listening to the story of Babu and the Lion and choosing the correct answer • Language Focus - Studying the explanation about Narrative Texts - Matching terms and their definitions. - Studying the scaffolds of narrative Texts - Listening to the story of Sarah and deciding the scaffold of the story - Studying the explanation about Simple Past Tense - Completing the sentences using the past form of verbs. 	<p>Mark Anderson and Kathy Anderson</p> <ul style="list-style-type: none"> - www.queensbaymallmalaysia.com/ - www.4.bp.blogspot.com/ - www.blogmedia.jaludom.com/
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2	<ul style="list-style-type: none"> - Students are able to find specific information from the dialogs. - Students are able to identify the expression of asking for, giving and refusing goods. - Students are able to ask for goods using Could and Can. 	Could you give me...?	Electronic devices	<p>expressions of asking for, giving and refusing goods</p> <ul style="list-style-type: none"> • asking for goods <p>Can I see . . . ? Can you give me . . . ? Could you give me . . . ? Do you mind to give me . . . ?</p> <ul style="list-style-type: none"> • giving goods <p>Here it is. This is what you want. This is what you need.</p> <ul style="list-style-type: none"> • refusing goods <p>No. No, thanks. Sorry, I don't like it. Sorry, that's not what I want. Thank you for offering, but</p>	<ul style="list-style-type: none"> • Can <ul style="list-style-type: none"> - Used to ask for permission - Used to make requests or suggestions <ul style="list-style-type: none"> • Could <ul style="list-style-type: none"> - Often used in auxiliary functions to express permission politely 	<p>focus on meaning in context purchasing electronic devices</p> <ul style="list-style-type: none"> - available - brochure - catalogue - cost - customer - device - feature - price - product - shopkeeper - size - transaction 	<ul style="list-style-type: none"> • Pre-Task <ul style="list-style-type: none"> - Studying situations in the pictures and answering questions - Studying the words related to the context (electronic devices) - Choosing words to complete sentences <ul style="list-style-type: none"> • Task Cycle <ul style="list-style-type: none"> - Listening to the dialog between a customer and a shopkeeper and choosing the correct answer - Listening to the dialog between a customer and a shopkeeper and deciding whether the statement is true or false <ul style="list-style-type: none"> • Language Focus <ul style="list-style-type: none"> - Studying the explanation about the expressions of asking for, giving and refusing goods - Listening to the dialog between a customer and a shopkeeper and categorizing whether the expression is asking 	<ul style="list-style-type: none"> - BSE - English Grammar in Use by Raymond Murphy - Function in English by Jon Blundell et al. - www.konsumentenreview.com
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							for, giving or refusing goods - Listening to the expressions and deciding whether the expression is asking for, giving or refusing goods - Studying the explanation about Modal can and Could - Completing sentences using Can or Could	
3	- Students are able to find specific information from the dialogs. - Students are able to identify the expression of asking for, giving and declining opinions. - Students are able to ask for opinions	What do you think about...?	Student discussion	expressions of asking for, giving, declining opinions • asking for opinions - What do you think about? - What's your opinion of? • giving opinions - I think - I believe • declining opinions - I don't think so.	WH-Questions What and Why	focus on meaning in context of school discussion - agree - argue - argument - believe - disagree - discussion - opinion - reason - think	• Pre-Task - Studying situations in the pictures and answering questions - Studying the words related to the context (school discussion) - Choosing words to complete sentences • Task Cycle - Listening to the dialog of students having a discussion and choosing the correct answer - Listening to the dialog of students having a discussion and deciding	- BSE - English Grammar in Use by Raymond Murphy - Function in English by Jon Blundell et al. - dinidinidini.files.wordpress.com - sawali.files.wordpress.com

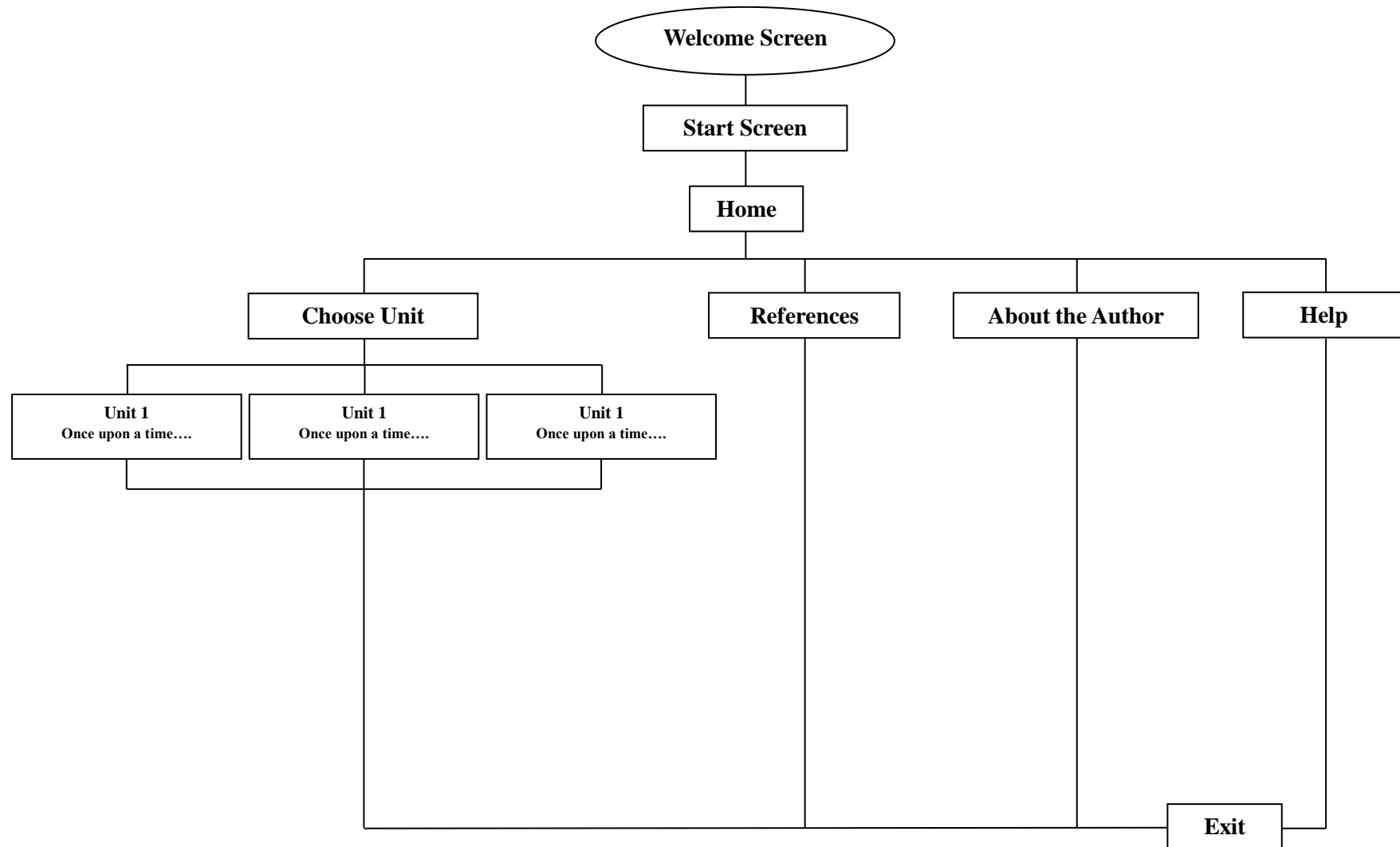
	using WH- Question.			- But, in my opinion			<p>whether the statement is true or false</p> <ul style="list-style-type: none"> • Language Focus - Studying the explanation about the expressions of asking for, giving and declining opinions - Listening to the dialog between two students and categorizing whether the expression is asking for, giving or declining opinions - Listening to the expressions and deciding whether the expression is asking for, giving or declining opinions - Studying the explanation about WH-Questions What and Why - Completing sentences using What or Why 	
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APPENDIX D

The Flowcharts

**Flowcharts of Interactive Listening Learning Multimedia
for Grade Eight Students of SMP N 5 Depok**





APPENDIX E

The Second Draft of Multimedia

UNIT 1

Once upon a time

PRE-TASK

Task 1

Study the situations below and answer the questions that follow.



1



2



3

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www.blogmedia.jaludo.com

1. What does the kid in the picture 1 do?
2. What are the picture 2 and 3 about?
3. Where do the stories come from?
4. What are the stories from your region? Mention them.
5. What is your favorite story? Why?

Task 2

Study the following words. Click the “play” button to check the pronunciations.

Word	Phonetic Transcriptions	Meaning
cure (verb)	/kjʊər/	mengobati
fable (noun)	/ˈfeɪbl/	dongeng hewan
giant (noun)	/ˈdʒaɪənt/	raksasa
knight (noun)	/naɪt/	kesatria
legend (noun)	/ˈledʒənd/	legenda
miracle (noun)	/ˈmɪrɪkl/	keajaiban
moral value (noun)	/ˈmɒrəl ˈvælju:/	pesan moral
once upon a time (adverb)	/wʌnts əˈpʊn ə taɪm/	dahulu kala
prince (noun)	/prɪnts/	pangeran
princess (noun)	/prɪnˈses/	puteri
tale (noun)	/teɪl/	dongeng
tell (verb)	/tel/	menceritakan

Task 3

Drag the words below and drop the to the boxes to complete the sentences.

knight	princess	fable	tale	miracle
--------	----------	-------	------	---------

1. There was a ..., the frog turned into a handsome prince.
2. The witch cursed the
3. The ... saved the princess and he fell in love with her.
4. The Tortoise and the Hare is a story called
5. He told me a fascinating ... about Malin Kundang.

TASK CYCLE**Task 4**

Click the “play” button to listen to the story of “the Owl and the Nightingale” then choose T if the statement is true or F if the statement is False.

Statement	True/False
The nightingale’s habit was to sing only at night.	
The nightingale asked the owl why he only sang at night.	
The nightingale was captured at night.	
The nightingale learnt to be more careful and to sing only at night.	
The owl fled from the cage.	

Task 5

Listen to the story of “Babu and the Lion” then answer the questions by choosing the correct answer.

1. Who is the main character of the story?
 - a. Babu
 - b. the lion
 - c. the thorn
 - d. the master
2. When did the story take place?
 - a. in the evening
 - b. in the summer
 - c. in the morning
 - d. in the afternoon
3. Where did the slave run away?
 - a. to a farm
 - b. to a jungle
 - c. to a house
 - d. to a castle

4. What animal did she/he see next morning?
 - a. a bird
 - b. a monkey
 - c. a turtle
 - d. a lion
5. What did the slave do to the animal?
 - a. He killed it.
 - b. He ate it.
 - c. He helped it.
 - d. He let it go.

LANGUAGE FOCUS

Task 6

Study the explanation below.

The monolog you study in Task 6 belongs to Narrative Text.

Narrative Texts

A narrative is a text that tells a story and entertains the audience. It also makes the audience think about an issue, teach them a lesson, or excite their emotions. The examples of narrative texts are myths, fairytales, science fiction, and historical fiction.

A narrative text consists of orientation, complication, sequence of events, resolution, and coda. Orientation is about *who* is in the story, *when* the story is taking place and *where* the action happening. Complication is a chain of events that influences what will happen in the story. Sequence of events is where the characters react to the complication. Resolution is in which the characters solve the problem created from the complication. Coda provides a comment or moral based on what has been learned from the story.

Task 7

Match the terms below with their definitions by dragging and dropping them to the boxes. Click the “play” button to listen to the definition.

orientation
complication
sequence of events
resolution
coda

Task 8

Study the explanation below.

Different writers organize their stories in different ways. However, they usually give their information about:

- the setting (the place, time)
- the characters (the people in the story)
- the events (the conflict in the story)
- the outcome (what happened in the end of story)
- the moral value (message or lesson from the story)

Task 9

Click the “play” button to listen to the story of “Sarah”. Based on the story, put the terms below to the blank boxes.

the outcome	the setting
the events	the characters

1. Sarah’s house, a big melon farm
2. Sarah, her mother, the prince
3. Sarah ran away from her house.
4. Sarah and the prince got married and lived happily ever after.

Task 10

Study the explanation below.

Simple Past Tense

- Simple Past Tense is used to describe an event that happened and ended in the past.
- Regular verbs form their past tense by adding -d or -ed to the base form.

Observe the following examples.

- ✓ Mantu lived in a village deep in the jungle.
- ✓ They moved to a bigger house.
- ✓ Turtle helped Scorpion cross the river.

The form of simple Past Tense is:

Subject + Verb (-ed) + Object

Task 11

Complete the sentences using the past form of the following verbs:

reach	see	walk	look	begin
-------	-----	------	------	-------

1. Turtle slowly ... to the door.
2. She ... play a sweet tune on her flute.
3. They finally ... the ocean.
4. They all ... each other.
5. They ... the man walking down the road.

LISTENING SCRIPTS**Task 4****The Owl and the Nightingale**

There was once a nightingale in a cage by a window whose habit was to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. "When I was captured," explained the nightingale, "it was the day and I was singing. In this way I learnt to be more careful and to sing only at night." "Are you afraid you might be captured at the second time?" asked the owl. "Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn't really matter anymore, right?"

Task 5**Babu and the Lion**

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave. Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape. But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

Task 9**Sarah**

Once upon a time, there was a beautiful girl called Sarah who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot. One day when her father was working outside, the step mother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food. One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her. She told him her story so the prince decided to marry her and they lived happily ever after.

UNIT 2

Can you give me . . . ?

PRE-TASK

Task 1

Study the situations below and answer the questions that follow.



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1. What are those people possibly doing?
2. Who are involved in those situations?
3. Where do the situations possibly take place?
4. Do you know what to say if you are in those situations as a customer?
5. Do you know what to say if you are in those situations as a shopkeeper?

Task 2

Study the following words. Click the “play” button to check the pronunciations.

Word	Phonetic Transcription	Meaning
available (adjective)	/ə'veɪləbl/	tersedia
brochure (noun)	/ˈbrəʊʃər/	brosur
catalog (noun)	/ˈkætəlɒg/	katalog
device (noun)	/dɪ'veɪs/	alat, perlengkapan
expensive (adjective)	/ɪk'spensɪv/	mahal
feature (noun)	/ˈfi:tʃər/	keistimewaan
gadget (noun)	/ˈgædʒɪt/	alat praktis dan handy
latest (adjective)	/ˈleɪtɪst/	terbaru
price (noun)	/praɪs/	harga
product (noun)	/ˈprɒdʌkt/	produk
size (noun)	/saɪz/	ukuran
sophisticated (adjective)	/sə'fɪstɪkeɪtɪd/	canggih

Task 3

Drag the words below and drop them to the boxes to complete the sentences.

smaller	catalog	sophisticated	price	unavailable
---------	---------	---------------	-------	-------------

1. The ... ? It is only \$399.99.
2. Can I have the ... ? I want to see the features and the price of the products you have.
3. I am sorry but the phone you need is ... at this moment.
4. This is a good camera but I need a ... one which can be put in my pocket.
5. This is the most ... notebook we have and it costs \$1,000.

TASK CYCLE**Task 4**

Listen to the dialog between a customer and a shopkeeper then answer the questions by choosing the correct answer.

1. What product does the customer want to buy?
 - a. a handphone
 - b. a television
 - c. a notebook
 - d. a computer
2. What does the shopkeeper offer to the customer for the first time?
 - a. a 14" notebook
 - b. a 13" notebook
 - c. a 10.1" netbook
 - d. a 15.4" notebook
3. The 13" notebook is too for the customer.
 - a. big
 - b. small
 - c. heavy
 - d. thin
4. Why does the customer choose 10.1" widescreen netbook?
 - a. It's cheap.
 - b. It doesn't need a large space.
 - c. It has complete features.
 - d. Its design is awesome.
5. How much does it cost for 10.1" widescreen netbook?
 - a. \$400
 - b. \$350
 - c. \$290
 - d. \$299

6. The customer says “Can you give me a notebook that has compact size?” It means that the customer
- asks for a notebook
 - refuses a notebook
 - accepts a notebook
 - refuses the shopkeeper’s help

Task 5

Click the “play” button to listen to the dialog between a customer and a shopkeeper then choose T if the statement is true or F if the statement is false.

Statement	True/False
The customer needs a handphone.	
The customer wants an old phone.	
The phone offered by the shopkeeper is \$250.	
The customer has \$300.	
The customer buys the phone.	

LANGUAGE FOCUS

Task 6

Study the explanation below.

In the dialog in Task 5, you find the expressions of asking, giving, and refusing goods. Here are the expressions.

Expression	Function
Can you get . . . for me?	asking for goods
Here you go.	giving goods
I think I can’t take it.	refusing goods

Here are other expressions you may use.

Expression	Function
Can I see . . . ? Can you give me . . . ? Could you give me . . . ? Do you mind to give me . . . ?	asking for goods
Here it is. This is what you want. This is what you need.	giving goods
No. No, thanks. Sorry, I don’t like it. Sorry, that’s not what I want. Thank you for offering, but	refusing goods

Task 7

Click the “play” button to listen to the dialog between a customer and a shopkeeper. Pay attention to the expressions of asking for, giving and refusing goods that they use. Label them based on their function.

Expression	Function
	asking for goods
	giving goods
	refusing goods

Task 8

Click the “play” button and decide whether the expression is asking for, giving or refusing goods.

No.	Expression		
1	asking for goods	giving goods	refusing goods
2	asking for goods	giving goods	refusing goods
3	asking for goods	giving goods	refusing goods
4	asking for goods	giving goods	refusing goods
5	asking for goods	giving goods	refusing goods

Task 9

Study the explanation below.

In this unit, you find some expressions using can and could. Here are the examples.

- **Can** you get the latest model for me?
- **Could** you give me . . . ?
- **Can** you give me a notebook that has compact size?

Can	Could (past form of can)
<ul style="list-style-type: none"> • Used to ask for permission: Can I try the phone? Can I see the new product? • Used to make requests or suggestions: Can I have the bill? You can open the box if you want to see the notebook. 	<ul style="list-style-type: none"> • Often used in auxiliary functions to express permission politely: Could you please show me the product? Could you tell me more about the features of this phone?

Task 10

Complete the sentences using **Can/Could**.

1. ... I get a discount for this phone?
2. ... you please show me the computer?
3. ... I see the laptop?
4. ... I have the catalog?
5. ... you explain to me the features of this camera?

LISTENING SCRIPTS**Task 4**

- Shopkeeper : Good afternoon, sir. Can I help you?
- Customer : Yes, please. I need a good notebook.
- Shopkeeper : You come to the right place. What kind of notebook do you want?
- Customer : Can you give me a notebook that has compact size?
- Shopkeeper : Alright. This is a notebook with 13" widescreen. Does it suit you?
- Customer : No. I think it is still too big. Do you have smaller notebook?
- Shopkeeper : Sure. This is a 10.1" widescreen. So it doesn't need a large space.
- Customer : Perfect. That is what I want. How much is it?
- Shopkeeper : It's just \$299.
- Customer : Okay. I'll take it.

Task 5

- Shopkeeper : Good evening, Sir. May I help you?
- Customer : I see that you have many kinds of handphone. Can you get the latest model for me?
- Shopkeeper : Of course. Here you go. This is the latest model that I have.
- Customer : Wow, that's impressive. How much is it?
- Shopkeeper : It's quite cheap. With \$300 you can have this.
- Customer : Well, I think I can't take it. Actually I just have \$80. Is there any phone that suits me?
- Shopkeeper : I'm sorry sir, but we don't have any.
- Customer : That's alright. Thank You.

Task 7

- Customer : I need a phone for my son's birthday. I often buy toys for him but this time I want something new. That is why I don't know what kind of phone that is convenient for him.
- Shopkeeper : How about this one? This phone has a 2 megapixel camera and has candybar design. It is very luxurious phone.
- Customer : How much does it cost?
- Shopkeeper : It's \$150
- Customer : Hmm.... I don't think I can take it. Could you give me a cheaper one that costs less than \$100? I just need a simple phone.
- Shopkeeper : Okay. Here it is. This phone is only \$90. It's in clamshell design and it doesn't have any camera
- Customer : That's good. I'll take it.

UNIT 3

What do you think about . . . ?

PRE-TASK

Task 1

Study the situations below and answer the questions that follow.



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sawali.files.wordpress.com

1. What are those students possibly doing?
2. What do you do when you are having a discussion? Do you exchange your opinions with your friend?
3. Do you know what to say to ask your friend's opinions?
4. Do you know what to say to give opinions?
5. Do you know what to say to decline your friend's opinions?

Task 2

Study the following words. Click the “play” button to check the pronunciations.

Word	Phonetic Transcription	Meaning
agree (verb)	/ə'gri:/	setuju
argue (verb)	/ˈɑ:gju/	memperdebatkan
argument (noun)	/ˈɑ:gjʊmənt/	pendapat, uraian
believe (verb)	/br'i:li:v/	percaya
disagree (verb)	/disə'gri:/	tidak setuju
discussion (noun)	/di'skʌʃən/	diskusi
opinion (noun)	/ə'pɪnjən/	pendapat, opini
reason (noun)	/ˈri:zən/	alasan
think (verb)	/θɪŋk/	berfikir

Task 3

Drag the words below and drop them to the boxes to complete the sentences.

reasons	opinion	believe	agree	discussion
---------	---------	---------	-------	------------

1. I totally with you.
2. What is your about my work?
3. We are having a about short functional text.
4. For some, I disagree with his opinion.
5. I that your opinion is unproved.

TASK CYCLE**Task 4**

Listen to the dialog of students having a discussion then answer the questions by choosing the correct answer.

1. What do the students discuss?
 - a. a biology homework
 - b. an English homework
 - c. a physics homework
 - d. a geography homework
2. There are questions that they have to answer.
 - a. 15
 - b. 50
 - c. 5
 - d. 25
3. Why Does Dinda disagree with Rendi's opinion?
 - a. He thinks they are omnivore.
 - b. He thinks they are mammals.
 - c. He thinks they are carnivore.
 - d. He thinks they have a hard shell.
4. When do they have to submit the homework?
 - a. on Monday
 - b. on Tuesday
 - c. on Wednesday
 - d. on Thursday
5. Dinda says "I don't think so." It means that Dinda
 - a. asks for opinions
 - b. declines opinions
 - c. accepts opinions
 - d. gives opinions

Task 5

Click the “play” button to listen to the dialog of students having a discussion then choose T if the statement is True or F if the statement is False.

Statement	True/False
Rangga and Vinny discuss the English subject.	
They have to answer question number 1 to 50.	
Vinny answers question number 5 correctly.	
Rangga agrees with Vinny’s opinion about question number 6.	
Rangga disagree with Vinny’s opinion because he thinks it’s not the same with what he read in the book.	

LANGUAGE FOCUS**Task 6**

Study the explanation below.

In the dialog in Task 5, you find the expressions of asking, giving, and declining opinions. Here are the expressions.

Expression	Function
What do you think about question number 4?	asking for opinions
I totally agree with you.	giving opinions
I don’t think so.	declining opinions

Here are other expressions you may use.

Expression	Function
What do you think of ...? What is your opinion about ...? Do you think that ...? What do you think? What would you say about ...?	asking for opinions
In my opinion, In my humble opinion, To say frankly, To be honest, I think I suppose I guess	giving opinions
I’m sorry, but I have to disagree. I couldn’t agree less. I couldn’t disagree more. I refuse to believe that No, that’s wrong. I’m not sure I can agree. I wonder if there is a mistake. Are you absolutely sure?	declining opinions

That's really surprises me. I may be wrong, but ...	
--	--

Task 7

Click the “play” button to listen to the dialog between two students. Pay attention to the expressions of asking for, giving and declining opinions that they use. Label them, based on their functions.

Expression	Function
	asking for opinions
	giving opinions
	declining opinions

Task 8

Click the “play” button and decide whether the expression is asking for, giving or declining opinions.

No.	Expression		
1	asking for an opinion	giving an opinion	declining an opinion
2	asking for an opinion	giving an opinion	declining an opinion
3	asking for an opinion	giving an opinion	declining an opinion
4	asking for an opinion	giving an opinion	declining an opinion
5	asking for an opinion	giving an opinion	declining an opinion

Task 9

Study the explanation below.

In this unit, you find some expressions using WH-Questions. Here are the examples.

- **What** do you think about question number 4?
- **Why** do you think so?

WH-Questions are used to ask specific information about something. WH questions begin with question words (what, where, when, who, how). This kind of questions cannot be answered by “yes” or “no”. We use WH-Questions before verbal question or Yes/No questions.

Task 10

Complete the sentences using **What** or **Why**.

1. ... do you think so?
2. ... is your opinion about global warming?
3. ... do you say that?
4. ... would you say about that?
5. ... do you think about this issue?

LISTENING SCRIPT

Task 4

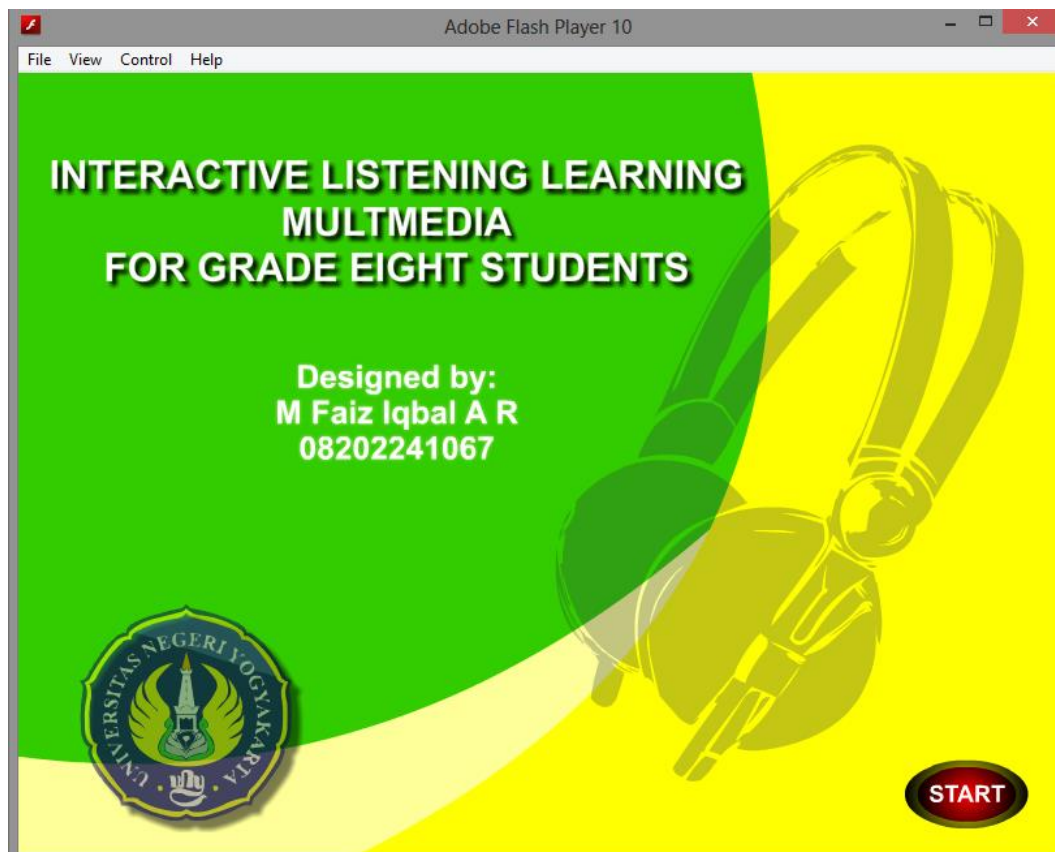
- Rendi : Have you done the Biology homework given by Mr. Santoso?
- Dinda : Yup, but I haven't finished yet.
- Rendi : Can we discuss it together? Actually, there are only 15 questions but it will be much easier if we work together since we have to submit it on Wednesday.
- Dinda : Great!
- Rendi : I think lobsters belong to crustaceans which are animals that have a spine.
- Dinda : I don't think so. Lobsters are indeed belong to crustaceans. However, crustaceans are any various types of animal which live in water and have a hard outer shell. You can check it on page 56.

Task 5

- Vinny : Let's discuss the English task together.
- Rangga : Ok. Have you done questions number 1 to 15?
- Vinny : No, not yet. But I've done number 1 to 5. 1A 2D 3B 4C and 5A
- Rangga : That's correct. I totally agree with you. What do you think about question number 6?
- Vinny : In my opinion, this text belongs to a report text.
- Rangga : Really? I don't think so. I think, it's a descriptive text. You can have a look at page 129.

Task 7

- Chandra : What do you think about question number 9? It's a very difficult question.
- Rani : I think it's very easy. We can find the answer on the book page 99. It's just like question number 13.
- Chandra : I don't think so. To answer question number 13, we have to do a mini research.



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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

UNIT 1
Once upon a time....
Overview Task 6 Summary
Task 1 Task 7
Task 2 Task 8
Task 3 Task 9
Task 4 Task 10
Task 5 Task 11

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 1 - Overview

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

In this unit you will learn:
- Narrative Texts and
- how to use Simple Past Tense in a Narrative Text.

You are expected to be able to:
- find specific information from the monologs of Narrative Texts,
- define the scaffolds of Narrative Texts,
- state the setting, characters, events, outcome and moral value from the story, and
- construct sentences of Narrative Texts using Simple Past Tense.

<http://blogs.guerlain.co.uk>
<http://f04.deviantart.net>

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 1 - Task 1

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

Study the situations below then answer the questions that follow.

1 2 3

Questions
1. What does the kid in picture 1 do?
2. What are the picture 2 and 3 about?
3. Where do the stories come from?
4. What are the stories from your region? Mention them.
5. What is your favourite story? Why?

<http://www.queensbaymalaysia.com/>
<http://www.4.bp.blogspot.com/>
<http://www.blogmedia.jakarta.com/>

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 1 - Task 2

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

Study the following words. Click to check the pronunciations.

Word	Phonetic Transcription	Meaning
cure (verb)	/kjuri/	menyembuhkan
fable (noun)	/fæbl/	dongeng hewan
giant (noun)	/dʒaɪənt/	raksasa
knight (noun)	/naɪt/	kesatria
legend (noun)	/ledʒənd/	legenda
miracle (noun)	/mɪrəkl/	kesajaban
moral value (noun)	/mɒrəl 'vælju:/	pesan moral
once upon a time (adverb)	/wʌnts ə'pɒn ə 'tɑ:mi/	dahulu kala
prince (noun)	/prɪnts/	pangeran
princess (noun)	/prɪns 'ses/	puteri
tale (noun)	/teɪl/	dongeng
tell (verb)	/tel/	menceritakan

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 1 - Task 3

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

Drag the words below and drop them to the boxes to complete the sentences.

princess miracle fable
tale prince

1. There was a , the frog turned into a handsome prince.
2. the witch cursed the .
3. The saved the princess and fell in love with her.
4. The Tortoise and the Hare is a story called .
5. He told me a fascinating about Malin Kundang.

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 1 - Task 4

CHOOSE UNIT

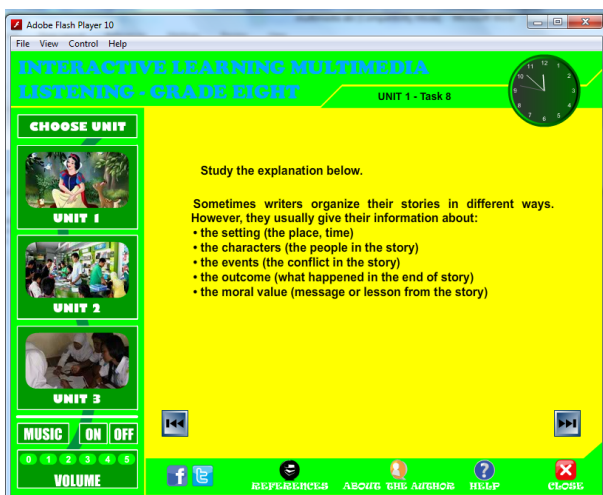
UNIT 1
UNIT 2
UNIT 3

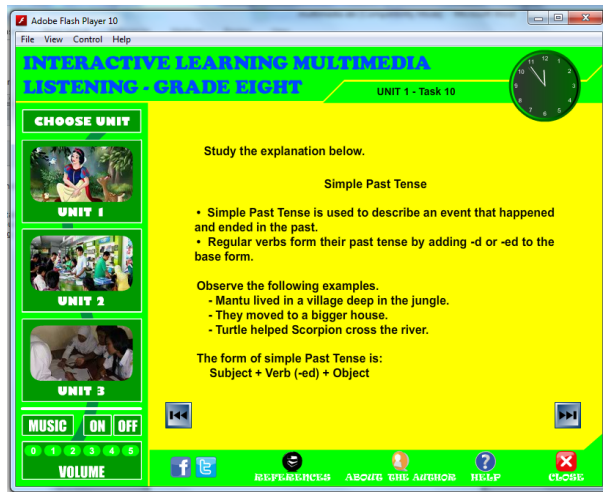
MUSIC ON OFF
VOLUME

Click to listen to the story of "the Owl and the Nightingale" then choose T if the statement is true or F if the statement is false.

Statement	True/False
The nightingale's habit was to sing only at night.	T F
The nightingale asked the owl why he only sang at night.	T F
The nightingale was captured at night.	T F
The nightingale learned to be more careful after the capture.	T F
The owl fled from the cage.	T F

REFERENCES ABOUT THE AUTHOR HELP CLOSE





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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

CHOOSE UNIT

UNIT 1

UNIT 2

UNIT 3

MUSIC ON OFF

VOLUME

UNIT 2

Can you give me...?

Overview Task 6

Task 1 Task 7

Task 2 Task 8

Task 3 Task 9

Task 4 Task 10

Task 5 Summary

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 2 - Overview

CHOOSE UNIT

UNIT 1

UNIT 2

UNIT 3

MUSIC ON OFF

VOLUME

In this unit you will learn:

- the expressions of asking for goods,
- the expressions of giving goods,
- the expressions of refusing goods, and
- how to use Modal Can and Could to ask for goods.

You are expected to be able to:

- find specific information from the dialogs,
- state whether the expressions is asking for, giving or refusing goods, and
- use the expressions of asking for goods by using Can and Could.

http://tkkukit.com
http://12.bp.blogspot.com

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 2 - Task 1

CHOOSE UNIT

UNIT 1

UNIT 2

UNIT 3

MUSIC ON OFF

VOLUME

Study the situations below and answer the questions that follow.

Questions

1. What are those people possibly doing?
2. Where do the situations possibly take place?
3. Who are involved in those situations?
4. Do you know what to say if you are in those situations as a customer?
5. Do you know what to say if you are in those situations as a shopkeeper?

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 2 - Task 2

CHOOSE UNIT

UNIT 1

UNIT 2

UNIT 3

MUSIC ON OFF

VOLUME

Study the following words. Click to check the pronunciations.

Word	Phonetic Transcription	Meaning
available (adjective)	/ə'veɪləbl/	tersedia
brochure (noun)	/brəʃʊr/	brosur
device (noun)	/dɪ'vaɪs/	alat, perlengkapan
expensive (adjective)	/ɪk'spensɪv/	mahal
feature (noun)	/fi:tʃər/	keistimewaan
gadget (noun)	/gædʒɪt/	alat praktis dan handy
latest (adjective)	/leɪstɪ/	terbaru
price (noun)	/praɪs/	harga
product (noun)	/prɒdʌkt/	produk
size (noun)	/saɪz/	ukuran
sophisticated (adjective)	/sə'fɪstɪkətɪd/	canggih

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 2 - Task 3

CHOOSE UNIT

UNIT 1

UNIT 2

UNIT 3

MUSIC ON OFF

VOLUME

Drag the words below and drop them to the boxes to complete the sentences.

sophisticated unavailable smaller

catalog price

1. The _____ ? It's only \$399.99.
2. Can I have the _____ ? I want to see the features and the price of the products you have.
3. I'm sorry but the phone you need is _____ at this moment.
4. This is a good camera but I need a _____ which can be put in my pocket.
5. This is the most _____ notebook that we have and it costs \$1,000.00.

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA

LISTENING - GRADE EIGHT

UNIT 2 - Task 4

CHOOSE UNIT

UNIT 1

UNIT 2

UNIT 3

MUSIC ON OFF

VOLUME

Listen to the dialog between a customer and a shopkeeper and answer the questions by choosing the correct answers.

START

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 4

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

1

What product does the customer want to buy?

a a handphone
b a television
c a notebook
d a computer

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 4

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

2

What does the shopkeeper offer to the customer at the first time?

a a 14" notebook
b a 13" notebook
c a 10" notebook
d a 15" notebook

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 5

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Click to listen to the dialog between a customer and a shopkeeper. Based on the dialog, choose T if the statement is true or F if the statement is false.

Statement	True/False
The customer needs a handphone.	T F
The customer wants an old phone.	T F
The phone offered by the shopkeeper is \$250.	T F
The customer has \$300.	T F
The customer buys the phone.	T F

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 7

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Click to listen to the dialog between a customer and a shopkeeper. Pay attention to the expressions of asking for, giving and refusing goods that they use. Label them based on their functions.

giving goods asking for goods
asking for goods refusing goods

1. I need a phone for my son's birthday. _____
2. Could you give me a cheaper one that cost less than \$100. _____
3. Here it is. _____
4. Hmm... I don't think I can take it. _____

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 6

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Study the explanation below.
In the dialog in Task 5, you find the expressions of asking for, giving, and refusing goods. Here are the expressions.

Expression	Function
Can you get.....for me?	asking for goods
Here you go.	giving goods
I think I can't take it.	refusing goods

Here are other expressions you may use.

Expression	Function
Can I see.....? Can you give me.....? Could you give me.....? Do you mind to give me.....?	asking for goods
Here it is. This is what you need.	giving goods
No, thanks. Sorry, I don't like it. Sorry, that's not what I want. Thank you for offering, but.....	refusing goods

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 7

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Click to listen to the dialog between a customer and a shopkeeper. Pay attention to the expressions of asking for, giving and refusing goods that they use. Label them based on their functions.

giving goods asking for goods
asking for goods refusing goods

1. I need a phone for my son's birthday. _____
2. Could you give me a cheaper one that cost less than \$100. _____
3. Here it is. _____
4. Hmm... I don't think I can take it. _____

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 8

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Click ☐ and decide whether the expression is asking for, giving or refusing goods.

No.	Expressions
1	asking for goods giving goods refusing goods
2	asking for goods giving goods refusing goods
3	asking for goods giving goods refusing goods
4	asking for goods giving goods refusing goods
5	asking for goods giving goods refusing goods

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 9

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Study the explanation below.
In this unit you find some expressions using Can and Could.
Here are the examples.

- Can you get the latest model for me?
- Could you give me.....?
- Can you give me a notebook that has a compact size?

Here are other expressions you may use.

Can	Could
<ul style="list-style-type: none"> Used to ask for permission: - Can I try the phone? - Can I see the new product? Used to make requests or suggestions: - Can I have the bill? - You can open the box if you want to see the notebook. 	<ul style="list-style-type: none"> Often used in auxiliary functions to express permission politely: - Could you please show me the product? - Could you tell me more about the features of this phone?

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Task 10

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

Complete the sentences using Can or Could.

- I get a discount for this phone?
- you please show me the computer?
- I see the laptop?
- I have the catalog?
- you explain to me the features of this camera?

Score: 0 / 5

Check Reset

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Summary

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

In this unit you learn:

- the expressions of asking for, giving and refusing goods

Expression	Function
Can I see.....? Can you give me.....? Could you give me.....? Do you mind to give me.....?	asking for goods
Here it is. This is what you want. This is what you need.	giving goods
No, thanks. Sorry, I don't like it. Sorry, that's not what I want. Thank you for offering, but.....	refusing goods

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 2 - Summary

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME 0 1 2 3 4 5

2. Modal Can and Could

Can	Could
<ul style="list-style-type: none"> Used to ask for permission: - Can I try the phone? - Can I see the new product? Used to make requests or suggestions: - Can I have the bill? - You can open the box if you want to see the notebook. 	<ul style="list-style-type: none"> Often used in auxiliary functions to express permission politely: - Could you please show me the product? - Could you tell me more about the features of this phone?

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA LISTENING - GRADE EIGHT

UNIT 3

What do you think about...?

Overview Task 6
Task 1 Task 7
Task 2 Task 8
Task 3 Task 9
Task 4 Task 10
Task 5 Summary

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

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INTERACTIVE LEARNING MULTIMEDIA LISTENING - GRADE EIGHT

UNIT 3 - Overview

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

In this unit you will learn:

- the expressions of asking for opinions,
- the expressions of giving opinions,
- the expressions of declining opinions, and
- how to use WH-Questions to ask for opinions.

You are expected to be able to:

- find specific information from the dialogs,
- state whether the expressions is asking for, giving or declining opinions, and
- use the expressions of asking for opinions by using WH-Questions.

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<http://14.bp.blogspot.com>

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INTERACTIVE LEARNING MULTIMEDIA LISTENING - GRADE EIGHT

UNIT 3 - Task 1

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

Study the situations below and answer the questions that follow.

Questions

1. What are those students possibly doing?
2. What do you do when having a discussion? Do you exchange opinions with your friends?
3. Do you know what to say to ask for opinions?
4. Do you know what to say to give opinions?
5. Do you know what to say to decline opinions?

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File View Control Help

INTERACTIVE LEARNING MULTIMEDIA LISTENING - GRADE EIGHT

UNIT 3 - Task 2

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

Study the following words. Click to check the pronunciations.

Word	Phonetic Transcription	Meaning
agree (verb)	/ə'grɪ/	setuju
argue (verb)	/ə'ɡju/	memperdebatkan
argument (noun)	/ə'ɡjument/	pendapat, uraian
believe (verb)	/bɪ'li:v/	percaya
disagree (verb)	/dɪ'sə'grɪ/	tidak setuju
discussion (noun)	/dɪ'skʌʃən/	diskusi
opinion (noun)	/ə'pɪnjən/	pendapat, opini
reason (noun)	/rɪ'zən/	alasan
think (verb)	/θɪŋk/	berfikir

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File View Control Help

INTERACTIVE LEARNING MULTIMEDIA LISTENING - GRADE EIGHT

UNIT 3 - Task 3

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

Drag the words below and drop them to the boxes to complete the sentences.

opinion agree reasons
believe discussion

1. I totally with you.
2. What is your about my homework?
3. We are having a about short functional text.
4. For some , I disagree with his opinion.
5. I that your opinion is unproved.

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File View Control Help

INTERACTIVE LEARNING MULTIMEDIA LISTENING - GRADE EIGHT

UNIT 3 - Task 4

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

Listen to the dialog of students having a discussion and answer the questions by choosing the correct answers.

START

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 3 - Task 4

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

1

What do the students discuss?

a a biology homework
b an English homework
c a physics homework
d a geography homework

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 3 - Task 4

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

2

There are questions that they have to answer.

a 15
b 50
c 5
d 25

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 3 - Task 5

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

Click to listen to the dialog of students having a discussion and choose T if the statement is true or F if the statement is false.

Statement	True/False
Rangga and Vinny discuss about the English subject.	T F
They have to answer question number 1 to 50.	T F
Vinny answers question number 5 correctly.	T F
Rangga agrees with Vinny's opinion about question number 6.	T F
Rangga disagree with Vinny's opinion as it's not stated in the book.	T F

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 3 - Task 6

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

Study the explanation below.
In the dialog in Task 5, you find the expressions of asking for, giving, and refusing goods. Here are the expressions.

Expression	Function
What do you think about question number 4?	asking for opinions
I totally agree with you.	giving opinions
I don't think so.	refusing opinions

Here are other expressions you may use.

Expression	Function
What is your opinion about.....? Do you think that.....? What do you think? What would you say about.....?	asking for opinions
In my opinion..... I think..... I suppose.....	refusing opinions
No, that's wrong. I couldn't agree less. I couldn't disagree more. Are you absolutely sure?	refusing opinions

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 3 - Task 7

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

Click to listen to the dialog between two students. Pay attention to the expressions of asking for, giving and declining opinions that they use. Label them based on their functions.

declining an opinion asking for an opinion
giving an opinion asking for an opinion

1. I think it's very easy.

2. How about question number 15?

3. I don't think so.

4. What do you think about question number 9?

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

INTERACTIVE LEARNING MULTIMEDIA
LISTENING - GRADE EIGHT

UNIT 3 - Task 8

CHOOSE UNIT

UNIT 1
UNIT 2
UNIT 3

Click and decide whether the expression is asking for, giving or declining opinions.

No.	Expressions
1	asking for opinion giving opinion declining opinion
2	asking for opinion giving opinion declining opinion
3	asking for opinion giving opinion declining opinion
4	asking for opinion giving opinion declining opinion
5	asking for opinion giving opinion declining opinion

MUSIC ON OFF
VOLUME

REFERENCES ABOUT THE AUTHOR HELP CLOSE

